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ABSTRACT

This document consists of the twelve issues of the quarterly journal "Adjunct Info" during the three-year period 1994-1997. Individual issues contain articles, editorials, columns, teaching tips, and suggested resources related to management of adjunct and part-time faculty. Major articles include: "A Message to Managers: From an Adjunct" (June Stoll); "Let's Do It for the Students" (Eugene Arden); "Utilizing a Standardized Computer-Based Approach for Curriculum Development and Revision" (Jerry Hagmeier et al.); "Collaborative Teamwork for Continuous Part-Time Faculty Development Utilizing Department Chairs" (R. Darby Williams); "Diversity--How To Walk the Talk" (Janie Jensen); "Distance Education and Part-Time Adjunct Faculty" (A. Cathleen Greiner); "Independent Contractors or Employees-- The Saga Continues..." (Sharon Dwyer); "Presentation Skills: From Boardroom to Classroom" (Judith Simons Gold); "The Adjunct Faculty Project under the Center for Teaching: An Example from Connecticut's Community Technical Colleges" (Mary Ellen Ellsworth); "Instructional Certification Program for Adjunct Faculty" (Jane T. Rauton); "Evaluating Part-Time Faculty" (Albert B. Smith); "A Tool Kit for Quality Performance (A Faculty Development Perspective)" (Robert R. Dolan); "The Role of the Adjunct Faculty Member" (Alfred Skolnick); "Benefits on a Budget: Addressing Adjunct Needs" (Marlene Cohen); "Strategies for Inclusion of Adjunct Faculty" (Helen M. Burnstad and Joe Gadberry); "Comprehensive Orientation Leads to Quality Academic Program" (Richard France); "Liability and Scope of Employment" (Michael D. Sermersheim); "Adjunct Faculty Orientation and Mentoring at the Department Level" (Thomas W. Annable); "Assimilation of Adjunct Faculty--To Be or Not To Be" (Donald Grieve); "Many Adjunct Support Strategies Emerging in the Literature" (John C. Scott); "Bringing the Invisible Faculty into Focus" (W.H. Segur and Vivian H. Lauer); "Best Practices--Enhancing Support for Adjunct Faculty" (Terrance E. Suarez and Maxine Singleton); "Improving Connections with New Adjunct Faculty" (Jared S. Graber); "The Quality Professional Development Project" (Monica Murr); and "Reviewing Institutional Quality and Accountability: Accreditation and Regulation in Higher Education" (A. Cathleen Greiner). (DB)

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ADJUNCT INFO
A Journal For Managers
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VOLUME 3 NUMBER 1 FALL, 1994

A MESSAGE TO MANAGERS: FROM AN ADJUNCT

By June Stoll

Upon being hired, adjunct faculty are often presented with an adjunct handbook, detailing university procedures. Sometimes they are even provided with a book about instruction at the college level. Too often, however, after the initial information is distributed, adjuncts and their classes are forgotten. My purpose in sharing some of my experiences is to show that closer supervision, especially in areas such as scheduling and student needs, should eliminate some of the problems that part-time instructors encounter throughout the semester.

My main concern as an adjunct is that details which affect part-timers tend to be overlooked. For example, one semester when I taught a Saturday class, the door to the classroom was locked every morning except one. While I would make my weekly call to security, my students would slump against the wall and mutter about the cost of tuition. With only two Saturday classes being offered that particular semester, this oversight should not have occurred.

The only morning that the room was unlocked was when it was reserved for the ACT. Notification did not come to me through a memo, however, but rather through a timid knock at the door by the ACT proctor—just as my students were preparing to take their mid-term exam.

On another occasion I taught a Tuesday-Thursday evening class. On the Tuesday before Thanksgiving only half of my class was present and the building was deserted except for us. Residents had gone home since dorms were closing the following morning, and the full-time professors canceled their evening classes.

That particular semester I taught Tuesday morning, afternoon, and evening at three different colleges, in addition to starting work on my doctorate and raising a family; many of my students worked full time and had families as well. All of us would have appreciated an evening off, but I had scheduled class because my adjunct handook specified that classes were not to be canceled before vacations. Lack of communication about scheduling results in inconveniences; of greater concern is lack of information about students. One semester I encountered a student with severe writing problems in an evening class. Had I been on campus during the day I would have checked to see what assistance was available to him in the form of testing and/or tutoring. I was remiss in not doing so, but I was at another university working full time on my doctorate. The student's university, however, was also remiss. They had information about the student's learning disability which he provided on his admissions application; that information did not reach me until the next-to-the-last week of the semester.

In higher education part-timers are at the bottom of the academic hierarchy, but that bottom is the base upon which an institution stands. Adjuncts represent the university as they teach, and since many adjuncts would like to teach full time, they can function as good public relations people. They should be accorded the respect and concern for details given to full-time faculty. Whether part-time or full-time, we are all educators.

I have taught part time at four universities in five years, and for four of those five years I have been in graduate school. Adjunct teaching has not been a career for me, as it has been for many. My anecdotes are minor compared to stories others can tell, but they serve to illustrate that many problems can be avoided if more attention is given to details, such as scheduling.

*Some examples of these books are *Teaching Strategies and Techniques for Adjunct Faculty* (Greive - Info-Tec); *Teaching in College - A Resource for College Teachers* (Frye - Info-Tec); and *Teaching Tips* (McKeachie - D.C. Heath).

June Stoll is an active adjunct faculty member at a major university. She has also taught at a liberal arts college and a community college. She is presently a doctoral candidate at the University of Akron.

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LET'S DO IT FOR THE STUDENTS

by Eugene Arden

Even though official data on adjunct faculty may not be altogether up-to-date or factually precise, we nevertheless know enough to make some confident and useful generalizations.

First, there are far too many adjuncts, and the number continues to drift upward each year. Second, the problem is widespread but not universal, for the adjuncts are distributed neither evenly among institutions, nor among departments within each individual institution. Third, higher education has tended over the years to adopt a *laissez faire* attitude in the hiring of adjuncts, allowing the situation to get so far out of hand that it now seems virtually irreversible. Fourth, adjuncts tend to be the least supervised, the least supported, the least regarded, and the least encouraged among all professionals on a campus, leading to far too many cases of low morale and pervasive cynicism. And, finally, the whole situation is a disaster for undergraduate students, especially for freshmen and sophomores whose welfare is the central theme of this paper.

There already exists a substantial literature proposing, quite rightly, that adjuncts should be treated more fairly in salary and perks, and be accorded the respect that befits colleagues. What is not said often enough, however, is that if the "system" fails to elicit the best possible work from the adjuncts, it is the students who suffer. Much as we empathize with the underpaid adjunct, it is primarily for the sake of the students that colleges must change the *status quo*. Indeed, it is not too much to assert that each of us is ethically and morally challenged to assess what is happening on our campus in regard to adjuncts, and to find ways and means to improve our performance.

But if the grim circumstances are "virtually irreversible," what is left for us to do? Is *anything* still possible?

At the very least we can determine that the situation will not be allowed to deteriorate any further. Back in 1970 there were about 100,000 adjuncts, constituting slightly more than a fifth of the nation's faculties. Twenty years later, the number of adjuncts, almost unbelievably, had skyrocketed to at least a quarter of a million—and we are still counting.

Surely, however, we can do better than simply not let things get any worse. As a starter, we could ask each department to review its adjunct practices and to ask, quite seriously, what grade it would earn in the task of getting quality teaching from its adjuncts. Let us say, for example, that in order to earn a minimally acceptable grade (call it a "C"), a department would have to provide each adjunct with an orientation and a campus tour upon appointment, a desk and a mailbox at the beginning of the semester, a reassuring introduction to a department secretary who will be available for occasional typing and reproduction of classroom materials, and a pamphlet of answers to such nagging questions as: Are we paid monthly or bi-weekly? Who should be called in case of illness and the need to cancel a class? What are we permitted to do about a disruptive student in the class?

If a department is doing less than such a minimum, it is time to ask embarrassing questions about the standard catalogue claims of "instructional excellence." However, for a department to go beyond the minimum (say, to a grade of "B"), it would also have to establish a mentoring system and provide an opportunity for the adjuncts to get a sense of the "culture" of the organization by allowing them to attend faculty meetings. In fact, after the first year or two of service, they might even be given the dubious distinction of serving on a committee.

Getting an "A", however, would be challenging and difficult - as it should be. For a top rating a department would have to be creative in helping adjuncts enhance their teaching skills, not just for their own satisfaction, but mainly for the good of the students. In place of the benign neglect so widely practiced, departments would have to develop a multi-year program of activities leading to some kind of formal recognition, either "certification" or at least a title like "Senior Lecturer," with a modest bump in salary and some assurance of priority in continuing employment.

The program of activities, perhaps over a two- or three-year period, would include occasional classroom visits by senior faculty, return visits by the adjuncts to observe other faculty members with a variety of teaching styles, and the writing of an annual self-report concerning such matters as graduate courses that were taken, academic reading that was done, and professional meetings that were attended. A department or college truly interested in

Continued page 4

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Continued from page 3

developing the competence of its adjuncts would also do well to hold a few seminar discussions each year on such books as McKeachie's *Teaching Tips* and Greive's *A Handbook For Adjunct Part-Time Faculty and Teachers of Adults.* Such activities would yield enormous benefits, and once a department or college embarks on a program of this type, responsible supervisors will wonder why it had never been done before.

Now, one could ask whether the efforts to upgrade the skills of the adjuncts are perhaps misplaced. Should we rather fight for resources which would allow us to use far fewer adjuncts?

It is a reasonable question, and there is a reasonable answer. Perhaps some day there will be extra funds sufficient to make so many new full-time appointments that the adjunct proportion of the faculty will decline from 38 or 40 percent to a more sensible 25 percent. Anyone working on budgets, however, knows that such new funds are not about to materialize in the near-term future. Of course, even if academe were suddenly to receive such largesse, and adjuncts were to comprise only a quarter of the faculty, that is still a staggering number of students being taught by people who tend to have less classroom experience and lesser academic credentials than the full-time faculty.

The fact is that adjuncts will be with us in large numbers for years to come, which means that our immediate challenge is to help them function at the maximum possible effectiveness in the classroom-*now*!

Why? For the sake of the students (*our* students) that they teach.

If we have any chance of success in this mission, however, we must really *want* to raise the quality of adjunct instruction. It is easy to say "yes," but we must be serious about it and we must be willing to devote the necessary time and energy to do it right and to make it work. And we must be willing to put some resources behind the effort. The costs will be miniscule compared to creating massive numbers of new full-time-slots, but no faculty development program comes altogether free either. Still, the outcome would be immensely gratifiying as we watch the fruits of those labors cause the quality of our undergraduate instruction to go up, up, up!

> *The fact is that adjuncts will be with us in large numbers for years to come, which means that our immediate challenge is to help them function at the maximum possible effectiveness in the classroom-now!*

Eugene Arden is Provost and Academic Vice Chancellor Emeritus at the University of Michigan-Dearborn. He is also the former editor of **Academe,** *the national journal of the American Association of University Professors. He currently lives in retirement in Boca Raton, Florida.*

INFO BITS

UTILIZING A STANDARDIZED COMPUTER-BASED APPROACH FOR CURRICULUM DEVELOPMENT AND REVISION

by Jerry Hagmeier, Veldon L. Law, Ed.D., and L. Pendleton Armistead, Ed.D.

The trend of utilizing adjunct faculty is set. Although economic advantages encourage and promote the use of part-time instructors, the continuity between sections offered by adjunct and full-time faculty is often loose or nonexistent. Many part-time faculty are hired because of their expertise in a specialized or technical area of course content and not for their knowledge of pedagogy or curriculum development. Without continuity between sections, the integrity of a course becomes suspect.

The course development model adopted by John Wood Community College was designed to meet this concern. The computerized approach was integrated into the curriculum development and revision processes as a means of ensuring standardization of content, thereby affording the necessary documentation throughout the curriculum.

The "CourseBuilding" component is the first step in the curriculum development process. This PC-based software package leads instructors through the process of identifying content goals for their courses. A format is presented for defining content goals, such that each content goal is specified as an observable action. The instructor identifies the domain, frequency, difficulty, and purpose of the content goal. The resulting performance objective defines the action to be performed, the standards of quality, quantity, efficiency, and durability to which it will be performed, and the conditions under which the performance will take place. These content goals and performance objectives are summarized in a structured and uniform course syllabus which the instructor creates on-line.

including point assignment and letter grading. The syllabus represents a comprehensive course document for distribution to students, advisors, four-year institutions for articulation purposes, employers, and accrediting bodies.

The content goals created by the instructor using the planning component are integrated into the second computerized package, "LessonBuilding," which assists instructors in creating lesson plans or self-paced modules for each content goal in a course. The software helps the instructor identify which teaching practices are most supportive to the theory of learning selected. The instructor identifies what action he or she will take in the classroom, which additional activities the student will complete, and what out-of-class assignments the student will engage. The instructor also specifies requirements for pre-testing, post-testing, and exemption-testing, if any. The resulting package is a lesson plan specifying how an instructor will address a particular content goal. The lesson plan can be shared when content is taught in more than one course, and is a significant help to a substitute, adjunct, or new instructor.

After content goals have been created and lesson plans defined, the final step is to measure the students' mastery of goals. A third software package, "ExamBuilding," is used for this purpose. This guides instructors to create better exams that specifically focus on the content goals that were delivered in the instructional process. The instructor builds an exam by defining the content goals to be covered and selecting from the items linked to those goals. Prompts are provided that suggest appropriate assessment techniques to use in accordance with the defined goal.

This particular computerized pedagogical model stems from eight basic concepts that individually support standardization and uniform instructional delivery. They are:

1. The knowledge, skills, and affect required to exit a course are communicated in advance, producing a "no surprise" course.

2. Content of the course drives the model. The result is that what is taught and what is learned are systematically identified, in turn becoming the basis for subsequent delivery and evaluation decisions.

3. The faculty member that delivers and evaluates the instruction is centrally involved in the instructional planning, maximizing the chances for implementation of the curriculum.

4. The student is the target for content planning, delivery, and evaluation of instruction.

5. Each content goal is analyzed by the instructor for domain, level, frequency, difficulty, purpose, and preferred sequence, creating a check and balance system to determine "what, why, where, and when" content is included or excluded from a course.

6. Content action verbs are carefully selected and manipulated to ensure that planning, delivery, and evaluation of instruction are aligned. As a result, what is planned is taught, and what is taught is evaluated.

7. Each content goal requires approximately three hours of learning time investment by the student. The primary consequences of this concept include: (a) creation of a direct match between the content goals and performance objectives; (b) creation of content goals and the lecture; and (c) creation of a position that facilitates sharing instructional material and evaluation items.

8. The micro-decisions made about course content creates a macro-based data set that can be used to describe and prescribe the instructional process. These same data can be aggregated by program, institution, and state, enabling instructors to share instructional planning data, instructional materials, and test items.

The described concepts are inextricably linked across planning, delivery, and evaluation of instruction. In keeping with this approach, the person who delivers and evaluates the instruction must be involved in determining the content. In reality, time and again curriculum is developed by a specialist and then handed to an instructor for delivery and evaluation. As a result, the chances of curriculum implementation following the intent of the developer are greatly reduced. Using a common documentation system allows instructors to adopt and adapt curriculum developed by the specialists, providing continuity between part-time and full-time instruction thereby retaining course intergrity.

For more information contact Mr. Jerry Hagmeier at John Wood Community College, (217) 224-6500.

CLASSROOM CORNER

SURVEY SHOWS STABLE TEAMS PREFERRED FOR UNIVERSITY COURSE WORK

by Dr. James C. Haug, DBA, PE

As you walk down the hall to your classroom, you hear the sound of voices in spirited conversation. Upon entering, you see that the students are all focused on each other in small teams, and no one even makes eye contact with you as you open your briefcase and set up your notes. Finally, you call the class to attention.

Unusual behavior? Not at all, unleash the power of teams toward the objective of writing and presenting a paper. It is at these moments that I feel most like the facilitator I am supposed to be, rather than the autocratic task-master.

> *I am now a firm beliver in using teams in just about every course, expecially for case discussions and research projects.*

I am now a firm believer in using teams in just about every course, especially for case discussions and research projects. What are the pluses for both the student and the professor? From the student's point of view there are many: an increased opportunity to be heard by others, workload sharing, synergy of brainstorming ideas, and availability of mutual help for sessions missed and incomplete notes, to name a few. From the professor's viewpoint, fewer papers to review, but of much better quality in all aspects, and students that motivate each other, rather than being dependent on the authority figure for direction.

Each professor has his or her own system of creating the teams. I prefer to collect an index card with demographic information from each student at the beginning of every course. The number one criterion for team composition is diversity. Characteristics such as gender, city of residence, and age help me to select well balanced teams of four. Why four? Because with three, it's often "two against one" in many aspects of discussion and decision-making, and with five or more, the "fifth wheel" concept and non-participation develop, which hurts team effectiveness. There is a body of research on four being the ideal.

Having discovered the power of teams early in my teaching career, I was curious as to attitudes that members had about their experience in my class. I developed a short two-page survey to be completed with the final exam. Having concluded a two year data collection period, the survey results were recently tabulated.

The three main research questions were as follows:

1. Compared to a more traditional approach, did working in groups enhance the learning experience?
2. Midway through the course, if the team composition was changed, what would have been the reaction?
3. How many sessions did it take for the team to arrive at the fully effective stage, if at all?

Both undergrads and grads felt that groups enhance learning, with 80% of the undergrads and 86% of the grads expressing a positive reaction on a Likert scale. Both undergrads and grads felt that changing the composition of the group midway through the course would have a negative impact, with 54% of the undergrads and 57% of the grads expressing a negative reaction. Almost 30% in each survey group remained neutral to switching team-mates. And finally, the greatest modal number of sessions to reach effectiveness was three, but the response ranged from "immediately" to "never did."

> *...students like teams, they usually like to remain in the same team once formed, and it takes time to become effective.*

To summarize the results, students like teams, they usually like to remain in the same team once formed, and it takes time to become effective. Also, having facilitated teams at work for over a decade of training and teaching, I can assure you that the typical characteristics of small group behavior take place each time. An informal leader develops, a deviant member normally develops, and the team experiences the "fight-flight" phenomenon quite frequently. The class takes on an energy of its own once the teams are formed, with students looking forward to being listened to and respected by peers, something that not even the finest lecturer can deliver. If you have resisted the use of teams up to now, you are avoiding one of the most powerful tools available to you, perhaps because you fear loss of control and a shift of attention from yourself. Just like the concept of love, it begins with trust and letting go.

James C. Haug is coordinator of the MBA and Management Graduate Programs at Troy State University, Atlantic Region, P.O. Box 15218, Norfolk, VA 23511. Mail comments or fax to 804-451-8156.

CLASSROOM CORNER

SOME "FIRST TIME" TEACHING ADVICE

The beginning of the Fall academic year always includes the introduction to the academic ranks of individuals experiencing their first teaching assignment. Listed below are some suggestions that may be of value.

1. Find out about your students, who they are, why they are there and a little bit about them.
2. Tell them about yourself.
3. Make your expectations clear.
4. Be serious and consistent.
5. Be comfortable with the authority you have.
6. Remind them that you are there to help them learn, not to make them learn.
7. Be organized, have preparations ready for at least the first three weeks of class.
8. Give students something of substance the first day of class, use the entire class time, and make an assignment.
9. Demonstrate enthusiasm for your subject.
10. Establish a system for obtaining feedback from the students.
11. Learn your students' names.
12. Check the room before classes - bring a chalk or marker.
13. Think about your appearance.
14. Take into consideration different learning styles.

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EIGHT PRINCIPLES TO OBSERVE WHEN DEVELOPING A GRADING PLAN

One area that frequently raises conflict between students and teachers is misunderstanding concerning grades. James Hammons and Janice Barnsley provide suggestions for clarification of grading principles to avoid misunderstanding.

Principle #1: Communicate the grading system in writing. Include as a minimum what will be measured, the weight attached to it, and a timetable of due dates.

Principle #2: Measure a variety of behaviors. Include outside assignments, projects, activities etc., not just knowledge.

Principle #3: Provide prompt feedback. In addition to the traditional methods, give "quality circles" a try.

Principle #4: Evaluate on different levels. Blooms taxonomy is a good start. If you haven't used it, look it up.

Principle #5: Weigh types of performance according to importance. Assign different weights to different evaluation activities.

Principle #6: Be creative in evaluating student performance. Don't get in a rut. Use different grading systems for different courses.

Principle #7: Match evaluation measurements to course activities and objectives. Too often faculty are accused of teaching or lecturing on one subject and grading on another.

Principle #8: Decide on retest possibilities. This becomes difficult because of the fairness to students who had only one chance. Some issues to consider: the determination of mastery, the number of points for scoring above the satisfactory level on subsequent tries, the number of times the student is allowed to try.

Adapted by permission from Hammons, J.O., & Barnsley, J.R. (1992). Everything you need to know about developing a grading plan for your course (well almost). *Journal on Excellence in College Teaching*. 3, 51-68. Copyright 1992 by Miami University.

Give students something of substance the first day of class, use the entire class time, and make an assignement.

BIG IDEA — Input Time

As we begin the third year of publication of *Adjunct Info*, we are taking this time to use the BIG IDEA column to obtain input from you, our readers and subscribers. Although subscriptions continue to increase, there is always room for improvement. We are asking our readers to share their ideas and suggestions by taking the opportunity to complete the brief questionnaire below. Your ideas and input are valued highly and will be given serious consideration.

Please rate on a scale of 1-3, with 1 being the lowest and 3 the highest, the value of each section of *Adjunct Info*.

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ADJUNCT INFO
A Journal For Managers of Adjunct and Part-Time Faculty

VOLUME 3 NUMBER 2 WINTER, 1995

COLLABORATIVE TEAMWORK FOR CONTINUOUS PART-TIME FACULTY DEVELOPMENT UTILIZING DEPARTMENT CHAIRS

by R. Darby Williams, Ph.D.

My experiences as academic dean for community colleges in Michigan and Kentucky, and as dean for a university branch campus in Ohio, have convinced me of the value of collaborative teamwork in the design and delivery of effective faculty orientation and development programs. **Collaborative teamwork** describes a systematic method for empowering individuals to work together as teams, encouraging them to generate creative ideas, and teaching them to use structured decision-making techniques and group consensus to solve problems. The method is modeled on the total quality management principles used by employee teams in business and industry to produce continuous quality improvement.

Collaborative teamwork suggests informal collegiality with coaches, players, and high-energy teamwork instead of supervisors, workers, and productivity benchmarks. Unlike **committees** that tend to generate heated debates, written records, lengthy reports, and tactical referrals, **teams** are created and empowered to make decisions and to take actions. It is refreshing to observe how faculty—trained to work as individuals in their separate disciplines and often so contentious in committee meetings—will enthusiastically cooperate and work together if they are effectively coached and encouraged to view themselves as teammates.

Preparing to assimilate a large number of new full- and part-time faculty, the academic dean, department chairs, faculty, and staff from various campus units teamed up to plan a comprehensive orientation program that would familiarize new instructors with college policies, programs, and operations as well as with campus culture, student expectations, and the community service area.

Members of the new faculty orientation team followed a six-step problem-solving process modeled loosely on methods used by quality teams for continuous improvement in the workplace.

1. Identify specifics of a problem.
2. Brainstorm all potential solutions.
3. Analyze and critique proposed solutions.
4. Choose solutions by consensus (no voting).
5. Create a plan and implement actions.
6. Evaluate results and revise the plan.

Using this process, the team designed a collaborative orientation program for new full- and part-time faculty, and individuals generously volunteered to work on specific parts of the agenda. The team was empowered to plan and implement actions within an approved budget. Members of the team felt they "owned" the problem, as well as their solutions, so that nothing got deferred or referred to another committee.

The result of this collaborative teamwork was an extensive orientation program provided to new instructors during a two-week period just prior to the start of Fall classes. Teamwork was stressed in the delivery as well as in the planning of the program. New faculty were required, and part-time faculty were invited, to attend seminar-style classes presented by department chairs, deans, coordinators, faculty, counselors, librarians, and support staff. Class sessions ranged from pragmatic instructions for filling out college forms to loftier discussions of teaching philosophies and testing pedagogies. New faculty were given opportunities to learn and ask questions about college mission and goals, service area characteristics, college programs, student demographics, classroom policies and procedures, faculty responsibilities, academic rights of students, syllabus and test construction, textbook selection, campus teaching and learning resources, instructional support services, faculty evaluation methods, employee benefits, and so forth.

Because of conflicting work schedules, a number of adjunct faculty were unable to attend the training sessions that had been scheduled during the initial orientation period. To address this problem, college faculty and staff volunteered to serve on smaller teaching teams and to develop an ongoing training program specifically focused on the needs of adjunct faculty. *A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults* (INFO-TEC, 1990)

Continued on page 2

EDITORIAL

As we begin the new year, new ideas are abundant in the world of *Adjunct Info*. Due to the many responses to our survey, starting with this issue you will observe some subtle but important changes in the format of *Adjunct Info*. Let me first assure you, however, that we have *no* intention of digressing from the practical/informational format that you have seen in the past. We will, however, implement new columns to better address our role in the support of part-time faculty management and improvement.

Commencing with this issue is a larger "Classroom Corner" segment of the Journal. This section was overwhelmingly selected as one of the most valuable. *Remember, you are permitted to reproduce this section for distribution to your faculty without requesting permission.* Some other changes will include periodic columns entitled: Conference Corner (to present ideas and concerns of our readers), Chairpersons' Report (to address issues directly related to the department chair role with part-time faculty), and Readers' Response (to provide readers direct input and more information concerning conferences and workshops related to part-time faculty).

These changes, in addition to providing you with information, are also an opportunity to get involved. All of the above, as well as our other segments of the Journal, are opportunities to present your ideas, concerns, and accomplishments for publication to your colleagues across the country. We have a very simple process for you to become a contributor. You may submit your manuscript in any form (even handwritten!) by mail, fax or phone (we'll take the notes and write them up). Send to: Editor, *Adjunct Info*, Box 40092, Cleveland, OH 44140; Phone (216) 333-3157; FAX (216) 933-9285.

We hope you like the changes and we hope to hear from you.

Don Greive
Editor

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COLLABORATIVE TEAMWORK FOR CONTINUOUS PART-TIME FACULTY DEVELOPMENT UTILIZING DEPARTMENT CHAIRS

was distributed to all adjunct faculty members. Faculty training teams then created workshops focusing on related topics and issues such as the five section headings in the handbook: 1) teaching, 2) course planning, 3) instructional techniques, 4) adult student learners, and 5) testing and grading.

Training teams guided discussions of assigned reading and presented activities, case studies, videotapes, handouts, and other instructional materials custom-tailored to fit specific departmental procedures at the college. A regular schedule of training sessions was developed and repeated at various times and locations throughout the academic year to accomodate adjunct work schedules. Proficiency checksheets were used to assure that adjuncts became familar with content areas and college resources.

The strength of a collaborative teamwork approach is the sharing of ownership for projects and the continual improvement of processes. Faculty who were themselves oriented, coached, and trained have now become active team trainers for others. The training sessions themselves are continuously being modified and improved based upon feedback from participants. What began as a one-time orientation project has turned into a continuous development process for both full- and part-time faculty.

Dr. Williams is Dean of Firelands College of Bowling Green State University in Huron, Ohio. For details of the initial orientation program, see "Quality Teamwork: New Faculty Orientation," ***Innovation Abstracts****, XIV, No. 1, edited by Suanne D. Roueche, the National Institute for Staff and Organizational Development.*

EDITORIAL BOARD ANNOUNCEMENT

We are pleased to announce an addition to our editorial board. Eugene Arden has published broadly and has been active for many years in the field of adjunct faculty. He is Provost and Academic Vice Chancellor Emeritus at the University of Michigan-Dearborn. He is also the former editor of *Academe*, the national journal of the American Association of University Professors. We welcome him and look forward to his contributions.

DIVERSITY — HOW TO WALK THE TALK

by Janie Jensen

Diversity, diversity, diversity - is this the buzzword of the 90s? We are being bombarded with the word "diversity." We are told that we must have a diverse workforce because we have a diverse labor pool who lives in a diverse community. We are told we must be sensitive to various cultures so that we don't offend.

We are told that we must learn to accept diverse groups but what is diversity really? A Webster's dictionary definition defines diversity as "difference" or "variety." A broader definition would take into consideration all the various characteristics that make one individual different and unique from another. An even broader definition would take the premise that by its very nature, diversity must be all inclusive.

Now that we understand diversity's meaning, how do we really put it into action in the workplace? With all of the other issues that employers today must be concerned with, does diversity become just one more additional burden, or is there a way to use it to the advantage of the organization, as well as the advantage of the employees?

It is sometimes easy for employers, especially those who have very few employees, to choose the perspective of "fine for others, but not in my backyard," or to say "I don't have the money or the time to worry about this thing called diversity." However, in today's competitive world, only the foolhardy can afford to take the attitude of not needing to be concerned about the multicultural marketplace or multicultural workplace.

For "diversity" to be successful, it must be more than a one day training seminar. Diversity must become part of the fabric of the organization, and must be woven into the human resource programs, the organization's community presence, and its business strategy.

So how do you do that? The following list of suggestions is not meant to be all inclusive of strategies for diversity awareness. Included are but a few of the instruments for change that have been adopted by many employers. While some of the following items may not fit all workforces, there are others that are either low or no-cost and can be effectively put into place to address incorporating diversity into the workplace.

TEN DIVERSITY STRATEGIES FOR OPTIMUM SUCCESS

1. Develop Separate Policies on Equal Opportunity, Affirmative Action and Diversity.
This is certainly a relatively inexpensive way for employers to clearly state their belief that they are serious about the above issues and plan to take action in those areas.

2. Conduct Diversity Awareness Training.
This needs to be adapted to the culture of the organization. It can go all the way from a one-time session to a series of interventions. However, it is not a stand alone "be all, end all" strategy, and those employers who feel their problems of managing a diverse workforce will end with this type of training are sadly mistaken.

3. Implement Employment Development Strategies.
This can run the gamut from individual development planning, to mentoring programs, and succession planning processes.

4. Create Human Resource Programs to Address Work/Family Issues.
Employers who are interested in their employees need to address concerns surrounding their families with programs such as job sharing, child care and elder care referral services.

5. Incorporate Line Ownership of Diversity Programs and Build Diversity Initiatives Into the Organizational Business Plan.
Executive, middle, and line supervisors must feel that they are the owners and are responsible for diversity programs. Otherwise the programs become only the "event of the moment" or "flavor of the day," not part of the fabric of the organization.

6. Draft a Sexual Harassment Policy and Conduct Sexual Harassment Prevention Training.
A policy, as well as a grievance procedure, that is known to all is again a low-cost item that is inherent in any good diversity program.

7. Formulate a Strategy for Cultural Change.
This can take the form of focus groups, culture surveys or whatever makes sense to learn what workplace issues are concerning employees and how the company can address them. In other words, change what is not working, but leave other areas that are working alone.

Continued page 4

For "diversity" to be successful, it must be more than a one day training seminar.

Continued from page 3

8. Develop Outreach Recruitment Programs.
Design programs to diversify the workplace nd attract candidates for employment that run the spectrum of all cultures. Go beyond your Affirmative Action Plan requirements and extend your net into all diverse communities.

9. Revitalize Marketing Strategies to Reach Out to Diverse Markets.
Organizations need to realize that to attract new and diverse markets, they cannot continue to ignore the needs of consumers who are different from themselves. They must develop new strategies or lose out on potential customers and potential monetary returns.

10. Promote Community Outreach into Diverse Communities.
Becoming involved in the community is one way for employers to show their concern as well as to increase their potential base of customers. But attempting to market to a diverse group without supporting that group's community is to talk out of both sides of one's mouth.

Community support of diverse organizations and/or community events aimed at the broad spectrum of diversity not only establishes an organization's commitment to its community, but also provides an additional, possibly untapped customer base. This is one area where dividends can come back twofold.

Again, the above are but a few ways in which institutions, large and small, can address issues surrounding today's multicultural workplace, multicultural marketplace and multicultural society.

Organizations that are to grow, thrive, attract high quality talent and remain prosperous are those who look at diversity not as an issue, but as a positive advantage. They value the vehicle of diversity in all of its aspects and realize they can use the diversity vehicle to gain an edge in today's multicultural marketplace.

Organizations that are to grow, thrive, attract high quality talent and remain prosperous are those who look at diversity not as an issue, but as a positive advantage.

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EFFECTIVE UTILIZATION OF DEPARTMENT CHAIRS IN COOPERATIVE PART-TIME FACULTY PROGRAMS

by Don Greive, Ph.D.

In institutions with large part-time faculty contingents, often the recruitment, processing, and employment roles for department chairs is overwhelming. One such institution has developed a process that is supportive to chairs but does not interfere with the academic autonomy. At Cuyahoga Community College, the roles are clearly delineated.

After indentification of the needs for adjuncts by departments (divisions), the Evening-Weekend or appropriate Continuing/Professional Education office accepts applicants, communicates to the applicant the credential materials necessary for the completion of the application process, and qualifications for consideration for a teaching assignment. After credentials are completed, they are shared with the academic department for review and interview if desired. If interviewed, the department then communicates the next step: second interview, immediate hire, hire at later date, or not qualified.

If the department chair decides to hire, the offer is made and the Evening/Weekend or Continuing/Professional Education office is informed. The central office then prepares the proffer, monitors assignments, provides all personnel and payroll forms. The central office also conducts a college-wide orientation program including general campus and college information. The academic orientation and materials are the responsibility of the department. Often this is accomplished the same day or evening.

The advantage of this system are many:
1. Eliminates paper work for academic functions of the chair.
2. Centralizes resources for recruitment and advertising.
3. Provides on-site supervision when department chairs are not on campus.
4. Retains academic responsibilities with discipline.

THE CONFERENCE TABLE

by June Stoll

This is a new column we at *Adjunct-Info* have developed to discuss various concerns regarding adjunct employment. The conference table is located in a conference room at a hypothetical college which hosts meetings of adjunct administrators, including department chairs, on a quarterly basis. We welcome your comments and suggestions for topics.

It's winter break at the college. There is not much chatter on campus walkways. Inside several part-time faculty managers and department chairs within the college meet in the conference room for the first time as a group to discuss concerns they have about part-time employment. Coffee and donuts help melt the ice and the discussion begins. Six people are present today and all are asked to share their greatest concern in overseeing adjuncts. They list the following:

1. **Scheduling.** This comes from an administrator responsible for 75 adjuncts. She notes that it is difficult to schedule the back-to-back classes that instructors desire, or to handle the many requests for classes which meet two days a week instead of three and four. She adds that many instructors have legitimate reasons for their preferences: the need to commute to a second or third job, the cost of commuting, childcare, and other constraints. This administrator would like to accommodate everyone's schedule, but she has contraints as well—the schedule which she receives from the registrar's office, the need to consider seniority, etc.

2. **Morale.** This comment is from another administrator who oversees an equally large department. He talks about waning enthusiasm due to the current status of the part-time faculty in his department, what they perceive to be a lack of respect with no increase in pay, no benefits, no chance of advancement. His comments pave the way for a colleague to his left whose problem is...?

3. **Commitment.** Most of his forty part-time employees view their jobs as temporary. They either are searching for a better position or they have an established daytime position and teach an evening class when their schedules permit. Longevity isn't the only concern though. This administrator continues by expressing his concern that adjuncts do not seem committed to staying abreast of current research and trends.

4. **Uniformity.** The next colleague, whose department employs twenty-seven part-timers, states that some instructors turn in syllabi year after year which show no changes—despite department workshops and memoranda. She wonders how to instruct part-time faculty in seeing how their course fits into the sequence of the program rather than being a class on its own.

5. **Communication** is the main concern of the next individual. In his program, many of the part-time people teach in the evening. He has little personal contact with them besides sending the department minutes or notes. He is not always sure if his messages are received since he does not hear from his part-time employees unless there is a problem.

> *He is not always sure if his messages are received since he does not hear from his part-time employees unless there is a problem.*

6. **Space.** This concern is voiced by the administrator whose part-time employees and teaching assistants are scattered throughout his building. Some share basement offices; others have offices on various floors; still others have no offices at all. He would like room for each person to keep materials, to meet with students, to feel as if they belong. But there is no additional room.

A glance at the clock shows that the meeting must conclude. No issues were resolved but those in attendance felt that a first step had been taken—bringing the issues to the forefront and examining them. For the next two meetings, a decision was made to invite personnel from a neighboring technical college and a close liberal arts college to share their concerns as well. Is this an agenda for your next meeting?

June Stoll is an active adjunct faculty member at a major university. She has also taught at a liberal arts college and a community college. She is presently a doctoral candidate at the University of Akron.

CLASSROOM CORNER

CLASSROOM RESEARCH: A SUMMARY OF THE TECHNIQUES AND HOW TO USE THEM

What is "Classroom Research"? Classroom Research is a series of teaching techniques which have been developed by K. Patricia Cross and Thomas A. Angleo of U.C. Berkeley in which instructors use simple research techniques to find out what students have been learning. These techniques are described in detail in their 1993 book, *Classsroom Assessment Techniques: A Handbook for College Teachers*, published by Jossey-Bass Publishers, San Francisco.

> *Classroom Research causes instructors to focus on student learning rather than on their own teaching.*

What are the benefits of using Classroom Research Techniques?

1. **Benefits to Intructors:**

- **Focus on Student Learning.** Classroom Research causes instructors to focus on student learning rather than on their own teaching. By finding out what students have learned and what is unclear, instructors can focus the class more effectively to meet the learning needs of the students. This may entail reviewing some topics, or moving more quickly through other areas.
- **Formative Evaluation.** Unlike student evaluation surveys which are typically given at the end of the semester, Classroom Research provides an on-going system of evaluation. At the end of the semester it's too late to make changes which would enhance student learning. But by using an on-going formative evaluation at the end of each class meeting, the instructor can find out what can be changed immediately to positively affect student learning.

2. **Benefits to Students:**

- **Opportunity for feedback.** Unlike examinations, which also measure student learning, Classroom Research provides a non-threatening, non-evaluative method of finding out what students have learned. Students are often hesitant to ask questions during class because they don't want to interrupt a lecture, or they may feel they are the only one who didn't "get it." Classroom Research provides an opportunity for all students to ask questions anonymously. Students are likely to discover that others in the class had similar questions.
- **Learning from others.** Students may find out that others in the class learned some interesting things that they had not picked up from the class session. This can stimulate some students to become more involved in class meetings, and to use critical thinking skills during class.
- **Increased involvement in learning.** Students are likely to become more involved in their own learning because Classroom Research requires them to think about what they've learned so far by summarizing major points covered in a particular class meeting. Through greater involvement, students are likely to become more self-directed learners, and may be less likely to drop out of class.

How can Classroom Research Techniques be used?

1. **Classroom Research techniques may be used in any type of class:** traditional academic classes such as English, History, and Math; vocational "hands-on" classes such as Child Care, Broadcasting, and Technical Education; and activity classes such as Music Performance, Art, and Physical Education.
2. **The book mentioned above contains detailed explanations of 30 different Classroom Research Techniques.** Different techniques may be more effective for different types of classes. Some techniques are for individuals, others are for use in small groups.
3. **Here is one example of a simple technique:**

Step 1: About five minutes before the end of the class meeting hand out index cards to students.

Step 2: On one side, ask them to answer the question, "What was the most important thing you learned today?" or "List three new things you learned today." A more specific content-centered question may also be used.

Step 3: On the other side, ask them to write any new questions they have as a result of the class meeting, or any questions that haven't yet been answered, or areas they didn't understand fully.

Step 4: Collect the cards (they should be anonymous).

Step 5: Tabulate the answers and analyze. The answers may be arranged into categories.

Step 6: Spend five minutes at the beginning of the next class meeting briefly summarizing the results of the classroom research and address the areas which were not fully understood.

Thanks to Diana K. Kelly, Fullerton College, Fullerton, California for this contribution.

STAYING ORGANIZED

by June Stoll

Since the course rationale, requirements, and means of assessment are stated on the syllabus, most of us are organized when the new semester/quarter begins—even if the syllabus was devised or revised at the last minute. Staying organized is the challenge. The following suggestions might help:

1. Use two bookbags/briefcases if teaching at different campuses. Do not try to transfer materials or pack them together.

2. Use two bookbags/briefcases if teaching two different courses at the same university. An instructor might get by with one organizer for two sections of the same course; but when the courses require different texts and materials, it is best to separate them.

3. Keep a separate notebook for each course in which you can document details about special situations. With so many students and a busy schedule, it can be difficult to remember what you told a student who needed to be hospitalized about makeup work.

4. Keep all materials in one place. If you prefer to work at home, don't leave necessary texts and papers in your office.

5. Stay one week ahead at all times, two if possible. Use folders for each week or chapter, and keep all materials in that folder. Look ahead to see if you need to run off more copies of a handout or if you want to revise a test.

6. Revise a test or assignment as soon as possible so that you will remember the changes you want to make. If it is not possible to retype it, note the changes in the margins or with post-it notes.

7. Run off a few extra copies of each assignment so that you have the exact number when needed. It is possible to receive only 24 copies when you requested 25, so two or three extras will help.

8. Use assignment sheets specifying instructions for each assignment, due date, and the penalty (if you have one) for lateness. Evaluation sheets which designate how you will grade the assignment are also a help to you and your students.

9. Return graded papers promptly.

10. Use the computer to average grades. In addition to making end-of-the-course evaluations easier, grading programs are an advantage when you need to periodically average grades for some students (such as athletes).

Note to instructors: Although some grading programs allow you to sort by student name or number, passing or posting the grade sheet—even by student number—is a violation of the Educational Privacy Act.

Note to administrators: Provide the use of a computer and obtain a site license for a grade program such as Class Master, for your part-time instructors. Many instructors will not have the money to purchase the program on their own, and the funds allocated for the resource should be beneficial to all.

Run off a few extra copies of each assignment so that you have the exact number when needed.

ADJUNCT OR PART-TIME???

Although there are historic traditional meanings attached to the words "adjunct" and "part-time" faculty, i.e. adjunct implies a continuing relationship with the institution (teaching or otherwise), and part-time is a specific assignment of a task (teaching or otherwise), in practice the terms are used differently in different institutions. For these reasons, the two terms will be used interchangeably in *Adjunct Info*, each meaning a non-full time person given a professional assignment in a college, school or university.

BIG IDEA — Job Description for Part-Time (Adjunct) Faculty

Concerned about employment and legal implications when hiring part-time faculty? So were we. After extensive input from personnel consultants, legal consul, and many committee meetings, we have adopted a part-time lecturer policy incorporating the following areas:

A. **Definition of a part-time lecturer** - Covers temporary positions, employment limitations, rank, instructional and non-instructional responsibilities.
B. **Recruitment** - Identification of administrative responsibilities related to advertisements and diversity of applicant pool.
C. **Hiring criteria** - Degree and/or competency requirements.
D. **Contractual obligations** - Employment limitations as related to full-time employment and other institutional duties.
E. **Compensation** - Fringes, retirement system, personal and professional class enrollment perks.
F. **Absence reporting obligations.**
G. **Appointment considerations** - Student enrollment for classes, payment for canceled classes.
H. **Orientation to colleges and classroom assignment** - Orientation materials provided, professional development activities.
I. **Professional file contents** - Location, access, and responsibility.

Contributed by Richard France, Assistant Dean, Evening/Weekend Programs, Cuyahoga Community College, Western Campus, 11000 Pleasant Valley Road, Cleveland, OH 44130. (Copies of the part-time faculty policy are available).

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DISTANCE EDUCATION AND PART-TIME ADJUNCT FACULTY

By A. Cathleen Greiner

There is little doubt that an electronic revolution is taking place in higher education. For more than a decade, computers, videos and other electronic media have been increasingly incorporated in coursework programs. Part-time adjunct faculty are part of the new wave of classroom leaders who are assisting adult learners in accessing new electronic information and using it to accomplish learning and educational goals.

Adult learners are returning to the higher education classroom in record numbers to either earn a first degree or gain new skills and training for a second or third career. Constructing traditional classroom buildings is an expensive and often prohibitive undertaking on most college campuses. Similarly, the schedules of working adults often make it impractical to travel to college campuses for coursework programs. Emerging as an important option to a growing and technologically skilled student population, is distance education.

Distance education requires new skills and professional development from part-time adjunct instructors. The first hurdle to overcome is a change in professional direction and attitude. The electronic classroom is significantly different from the traditional classroom environment featuring an instructor engaged in didactic lecture/discussion to a group of 20 or more students.

In 1995, adjunct faculty are delivering instruction from telecommunications classrooms to adult students at distant learning sites. With few geographical limitations, students at various and remote locations are interfacing with instructors through a televideo network and via computers. In this environment, there is less face-to-face interaction between teacher and student. What will instructors need in order to effectively communicate with students in the telecommunications classroom to ensure a suitable faculty/student relationship?

1. Learning New Information Technology

Faculty must fully embrace and learn how to appropriately include information technologies into every facet of the course. A dramatic pedagogical change requires new methodologies and the inclusion of new resources to facilitate teaching and learning. Part-time instructors must learn to integrate video text, image and audio clips into their courses. It is necessary for an instructor to review current syllabi to determine how assignments can introduce and build student use of multimedia and electronic library resources, including the global internet, to conduct research, analyze findings and turn in more current and content rich papers and projects.

2. New Instructional Methods

Creating a learning community between the instructor distant, and on-site learners requires new instructional methods. Inservice training and feedback are essential as the faculty member learns how to instruct in front of a camera, projecting a presence to the students at the distant learning site while attending to the needs of the students in the telecommunications classroom. Integrating audio visual technology to replace traditional chalk boards and overheard projectors to display written material requires more skillful preparation. Effective communication skills cannot be overemphasized as the instructor remains the pivotal point in the delivery of specific academic content. Along with adopting new teaching strategies, student advising and course assessment need rethinking, too, and must be considered by the faculty as the institution moves to integrate distance learning into its curriculum offerings.

3. Involving Students

When a current course is retooled for distance learning, new elements of classroom context and instructional design and development must be included. For example, student participation takes on a different role as they interact electronically on real time across distance with fellow students and the instructor. As the primary facilitator, the instructor must generate specific activities to encourage and promote multi-level discourse, dialogue and collaboration within the extended classroom. The

Continued on page 2

EDITORIAL
ETHICAL CONCERNS

While conducting research concerning ethics and part-time faculty for the upcoming revision of *A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults*, it became evident that many institutions have not yet addressed this issue. The research seems to indicate two approaches, either specific listing of ethical expectations or disregard of the issue with the assumption that faculty are innately aware of acceptable ethical behavior. Without a doubt, an overwhelming majority of institutions fall into the second category. It was possible, however, to develop a consensus of opinion from individuals at different institutions even if they did not have written guidelines.
This consensus revealed the following ethical expectations of faculty.

> *The research seems to indicate two approaches, either specific listing of ethical expectations or disregard of the issue with the assumption that faculty are innately aware of acceptable ethical behavior.*

Adjunct faculty will:
1) Attend all classes with adequate preparation encompassing the course description
2) Not teach courses for which they are not qualified
3) Present *all* sides of controversial issues
4) Conduct fair evaluation applied equally to all students
5) Not promote outside entrepreneurial interests
6) Attend development activities
7) Avoid behavior that could be interpreted as discriminatory based upon gender, age, social status, or ethnic background and
8) Show highest respect for their institution and colleagues.

There is also general consensus concerning interaction with students. Faculty will:
1) Not discuss individual students and their problems outside of professional circles
2) Maintain and honor appointments with students
3) Respect student integrity and avoid compromising social encounters
4) Not attempt to influence students' philosophy or position concerning social or political issues and
5) Not ask students for personal information for research data.

These guidelines are presented as suggestions and are not necessarily legally binding. Since there is sometimes a fine line between a legal and an ethical issue, institutions that had written ethical statements involved legal counsel in their development.

Don Greive
Editor

Distance Education and Part-Time Adjunct Faculty

Continued from Page 1

design of a class bulletin board for discussion and sharing informational resources will require students to obtain an email account. Some courses utilize group email accounts for real time discussion of classroom topics during office hours. From this initial phase, the instructor will design an increasingly sophisticated sequence of activities for the students to interact electronically with each other and the instructor outside of the teleclassroom.

It will also be important to track student attitudes, academic achievement and course outcomes as the instructor moves through the content of the course. A fundamental question to assess is whether the course objectives are being met. Determining the level of student attention and measuring the effectiveness of new classroom techniques and technologies will be critical pieces of information for the instructor to evaluate in reporting to academic departments and administrators. Assessment tools for a distance learning environment must examine not only classroom elements, but learning and informational resources as well.

As the "virtual university" becomes more of a reality, there is still a critical need for a valued and professional instructor. Embracing new technologies and gaining familiarity with distance learning classrooms is both exciting and challenging for part-time faculty members. Upgrading teaching skills will enhance the professionalism and academic standing of the part-time instructor who will play an important part in delivering education to a growing population of adult learners in the next millenia.

A. Cathleen Greiner, Director, Quality Programs and Student Services, Division of Lifelong Learning, Chapman University. In addition to being a full-time administrator, Ms. Greiner is also a Ph.D candidate at Claremont Graduate School in Higher Education Policy and Management.

NOTE!

Check your renewal date. It may be time to renew your subscription to *Adjunct Info*. If in doubt call — 800-266-0805.

INDEPENDENT CONTRACTORS OR EMPLOYEES
The Saga Continues...

By Sharon Dwyer

Once upon a time Community Services programs nation-wide enjoyed the practice of engaging the services of independent contractors to provide a variety of services integral to maintaining quality course offerings and activities consistent with our mission to be a positive and visible entity in our communities. There were classes to teach, activities to organize, tours to be escorted, cultural and performing art events to present. As the years went by the plot thickened - eyebrows were raised, questions were asked, and a shadow of doubt was cast. Were these saviors in our midst independent contractors, or, were they, in fact, our employees? This is a saga for which there appears to be no immediate end.

Ventura College Community Services in Ventura, California has endured a rather arduous exploration of this issue. As part of a three-college district, this program sponsors approximately 500 classes per year in addition to a wide range of cultural and performing arts activities. The independent contractor vs. employee controversy first reared its rather disturbing head in 1989; its presence has been felt in varying degrees since that time. Our quest for official clarification finally lead us to submit evaluative information to the IRS with a request for a ruling. Throughout this process I learned that there are fundamental issues necessary to accurately determine the strength or weaknsss of either side's conviction. It is my intent to share this information with you.

The first and most basic assumption we must make as we enter into this discussion is that the Internal Revenue Service is not the only agency concerned about this issue. This issue also impacts the Social Security Administration, state employment offices, and public retirement systems to name a few. The Internal Revenue Service evaluates a worker's relationship to a firm or company according to Revenue Ruling 87-41, the Common Law Rules. The Social Security Administration and, in the state of California, the Employment Development Department and State Teachers Retirement System observe the Common Law Rules in determining employee status.

The second basic assumption to be aware of is that the laws themselves have not changed; it is the enforcement of them that has. The IRS maintains that too many businesses are using the independent contractor designation as a tax dodge. Of special interest to the IRS are individual taxpayers who report more than $10,000 in earned income from a single source. It becomes our responsibility as program managers to audit the independence of each individual 1099 wage earner; our most reliable tool for this task is the Common Law Test.

The Common Law Test is a series of indicators that establish a working relationship between the worker and the firm. There are 20 factors in all and no one factor is necessarily controlling. The intended result is to determine the **right** of the employer to "direct and control" the activities of the contractor. The degree of importance of each factor will vary depending upon the occupation and the factual context in which the services are performed. Under the Common Law Rules a worker is an employee if the employer has the right to control not only **who** performs the job, but also the **tools** and **supplies** to be used, **what** is to be done, **how** it is to be done, and **when** it is to be done. Specific factors relevant to our programs include, but are not limited to:

> *The first and most basic assumption we must make as we enter into this discussion is that the Internal Revenue Service is not the only agency concerned about this issue.*

- **No instructions or training** - we as the hiring agency do not provide training for service to be rendered, nor do we provide instruction as to how that service is to be delivered.
- **Work is not essential to the hiring firm** - the success of our program(s) should not depend on the services of a particular independent contractor.
- **Set own work hours** - contractors set their own work hours.
- **Not a continuing relationship** - usually contractors will not have a continuing relationship with the hiring company. The relationship can be frequent, but it must be at irregular intervals, on call, or whenever work is available.
- **Time to pursue other work & work for multiple firms** - contractors should have enough time available to pursue other gainful work and often work for more than one firm at a time.
- **Decide on job location** - contractors control where they work. If they work on the premises of the hiring company, it is not under that company's direction or supervision.
- **No interim reports** - contractors are hired for the final result...and, therefore,

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should not be asked for progress or interim reports.

- **Paid by the job** - contractors are paid by the job, not by time. Method of payment is typically determined before the job begins.
- **Pay business expenses & have own tools** - contractors are generally responsible for their incidental expenses and they usually furnish their own supplies and tools.
- **Significant investment in their business** - contractor's investment in his trade must be real, essential, and adequate.
- **Offer services to general public** - contractors make their services available to the general public by one or more of the following: having an office and assistants; having business signs; having a business license; listing their services in a business directory; advertising their services.

The Common Law Test is a series of indicators that establish a working relationship between the worker and the firm.

Again, please be reminded that this does not represent IRS Revenue Ruling 87-41 in its entirety. I would urge you to obtain a complete copy for your own reference and review. A lot of anxiety can be relieved by beginning to understand these Common Law Rules and how they are interpreted and applied by the IRS.

What should you do if you or your administrative staff suspect that there may be some compliance issues with *your* organization?

The Ventura County Community College District embarked upon a three-fold approach to this issue: we surveyed other community college districts for interpretation and procedure; we evaluated our current practices; and finally, we presented actual case studies to the IRS for their interpretation and ruling. The IRS provides a form to be completed to facilitate their determination of employee status; the form is called an **SS-8, *Determination of Employee Work Status for Purposes of Federal Employment Taxes and Income Tax Withholding*.**

We submitted four case studies or scenarios for review; the intent was to capture characteristics representative of **groups** of workers, rather than individuals. Our scenarios ranged from the individual who is the President and owner of a Public Relations Firm who does "how to" workshops for those interested in starting a home-based business to the individual who is a full-time faculty member for the College teaching an unrelated topic through Community Services. In all four cases the IRS ruled in our favor. They did so based on the following factors: our workers pay a rental fee for use of college facilities for their activities; our workers are assessed a publication fee to have their class and/or activity advertised in the Community Services schedule of classes; our workers present themselves as being available to provide their services to other firms or agencies; our workers are not reimbursed for expenses they incur; Community Services, as the hiring agency, does not provide any training or instruction to the workers; and Community Services retains no right of direction and control over its workers.

Our workers are required to submit a written proposal **each term** to request days, dates, times, and facilities for the course or activity they would like to present. Our proposal form addresses most of the factors contained in the Common Law Rules, so that we are able to make an immediate determination of independent contractor status based on the rulings we received from the IRS. Effective this Fall we will be paying any employees of the District who are providing a service for Community Services as employees, rather than as independent contractors. I still maintain that the working relationship established between these individuals and Community Services is that of independent contractor as verified by the IRS; the concern on the part of District Administration is that the District is providing these individuals with both a W-2 and a 1099 at the end of each tax year. This particular situation represents a perfect illustration of "gray matter" as it pertains to this issue; it is generally better to exercise caution to assure compliance.

This is a saga for which no immediate end is in sight. I do believe that the IRS will continue to monitor the use of independent contractors, and please know that the penalties can be severe for non-compliance through mis-classification. If you are currently utilizing the services of independent contractors and have any questions regarding compliance issues, I would urge you to obtain Revenue Ruling 87-41, the Common Law Rules, and study them as they pertain to your situation. If you have doubts, I would further encourage you to group your workers and submit SS-8's for IRS ruling. Once you have the ruling you merely need to stick to it.

Sharon Dwyer is Supervisor, Community and Personnel Services, Ventura, California. Sharon Dwyer serves as a Regional Representative for the Association for Community and Continuing Education for the State of California.

MORE INPUT

As we wind down the 1994-95 academic year, we at *Adjunct Info* are making even bigger plans for the upcoming 1995-96 year. Recently, we asked for your input concerning the content and emphasis desired in the *Journal*. Most of you requested that increased space be provided for "Classroom Corner." We have incorporated that suggestion starting with this issue. Also, as part of "Classroom Corner" we will be including contributions from faculty of successful classroom strategies and techniques. You may encourage your outstanding faculty to submit such items for consideration. A word count of approximately 350-400 is adequate.

Of major importance next year will be a greater emphasis on the feature article. In the upcoming issues we will attempt in the feature article to provide greater in-depth discussion of topics of immediate interest to all adjunct faculty managers and department heads. In the 1995-96 issues you can expect examination of such topics as: **unique recruitment techniques, evaluation of adjunct faculty, legal issues, compensation, position responsibilities, professional development, institutional involvement of part-time faculty, rewards and perks, and exemplary programs.** We are also interested in exploring the activities of associations or statewide organizations that may be addressing the issues involved with part-time faculty. If you are involved in such organizations, or you or your institution have successfully addressed any of the above topics, please give us a call so we can share your successes with others in the field. We will assume the responsibility for writing from rough drafts and documents, or even telephone descriptions if possible.

We are looking forward to an exciting and informative year. We welcome your involvement and contributions.

INFO BITS

Two major publications from *Info-Tec* will be available this Spring to assist you in enhancing your part-time faculty programs. They are:

NEW!!

Non-Credit Instruction: A Guide for Continuing and Adult Education Programs

This publication has been developed to specifically address your non-credit course needs. It attempts to answer the question, "Your non-credit instructors know their topic, but do they know how to teach?" Covers: planning a course; writing the description and marketing the class; diverse populations including teaching seniors; handling various student behaviors; teaching techniques and strategies and more. Pamphlet form of 30 pages for orientation packets. Priced at $4.95 with quantity discounts to $2.25.
Authored by Lea Leever Oldham, an experienced non-credit class instructor and writers' conference manager.

Third Edition - *A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults.*

The first major revision of this popular book many of you are using for your adjunct faculty programs. An overwhelming success, it has sold over 60,000 copies in ten years. It has been expanded to include several contemporary topics. Although we have retained the basis of the book - practical planning, teaching techniques, strategies, student motivation, etc., it has been expanded to include a chapter on teaching suggestions from faculty and a discussion of new topics including: the diverse classroom, multimedia, collaborative learning, ethics, distance learning and TQM/CQI. Available May 15.

Watch for formal announcement.

In the 1995-96 issues you can expect examination of such topics as: unique recruitment techniques, evaluation of adjunct faculty, legal issues, compensation, position responsibilities, professional development, institutional involvement of part-time faculty, rewards and perks, and exemplary programs.

CLASSROOM CORNER

By June Stoll

TRANSPARENCIES

Transparencies are the old stand-by; yet, despite their benefits, many teachers never use them. Transparencies may be typeset, typewritten, handwritten, or drawn on standard size plain white paper and instantly reproduced on a standard copier.

Whenever copying is done, chances are the copy machine is capable of producing a transparency.

Wherever your copying is done, chances are the copy machine is capable of producing a transparency. Some printers for home use can also make transparencies; if you are in the market for a new printer for your computer, you might want to look for one with this feature.

If you are typing on a typewriter or computer, use a large font so the information will be easy to read for students sitting at the back of the room. Also, try to have your typed paper run off on a laser or ink-jet printer to give the transparency a superior quality.

Keep material on the transparency to a minimum. Overlays, which can be taped onto a cardboard frame, may be used for additional information. When using overlays, make sure the supplemental sheets are designed to fall into correct position on the first sheet.

Color may be added to the transparency by using markers, colored acetate (purchased at an office supply store), or with the use of a colored printer.

The overhead projector where you place your transparencies is not complicated to use. You just plug it in, turn on the switch, and focus. No one likes to appear inept at focusing and positioning in class, though, so arrive early to locate the plug and to position the projector.

Transparencies add a professional touch to teaching situations and require little preparation. If you do not already use them, consider them as a valuable instructional resource.

COMPUTER SLIDE SHOWS

Transparencies are good visual aids, but slide shows are so much better. With a slide show you can select a colored background, use various colors of letters for your text, and even create your text in 3-D. You can also add graphics. To click on your "slides" use an air mouse for your remote control or sit at the keyboard.

To create a slide show you need a diskette and a program which allows you to do so. For your presentation, you obviously need the computer and your disk. You will also need a liquid crystal display panel (LCD) which is placed on top of the overhead projector.

Design your presentation by having as many words or lines appear on the screen at once as you want. During your lecture, click the mouse and the rest of the screen appears. It is a very effective way to capture the attention of your audience and looks extremely professional.

Since I am a visual learner myself, I am not sure why I waited so long to incorporate visual aids into my teaching. I found that to do so takes very little time and certainly enhances a lesson. I'm glad that I made the effort, and I encourage you to do so as well.

ESTABLISHING EDUCATIONAL OBJECTIVES

Perhaps one of the most crucial elements of any classroom is to establish a long range (semester) focus for both the students and the faculty member. This needs to be initiated with the first class. Since I teach a composition course, I use several practical but revealing questions. These can be modified to adapt to any classroom.

1. Why are you here at college?
2. What do you expect to learn from this class? What is your objective?
3. What do you plan to do to achieve your objective?
4. What was the best book, short story, or article you ever read? Why?
5. What was the last book you read?

Then on the reverse side of this paper I have the students introduce themselves to me. They are to do a multi-paragraph written introduction.

After these are collected, I use them for discussion. As the students offer their perceptions, I can provide the semester's objectives and my expectations. Likewise, these serve as excellent diagnostic tools in that I return them at the end of the semester at which time the students have the opportunity to discover the improvement in their writing styles - the major goal of my course.

STUDENT INVOLVEMENT IN CLASSROOM ENVIRONMENT

Students need to be involved in the classroom routine. Allowing students this

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CLASSROOM CORNER

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opportunity enhances the educational environment and prevents boredom. The best way to plan for this is to break each class into segments - or time frames. Avoid being caught in the hour long lecture. Instead, assign students to do specific educational tasks from opening the class with a quote to writing problems on the chalk board. A variety of activities with each clas will relieve pressure on the faculty member to perform for an hour.

PRACTICAL CLASSROOM SUGGESTIONS
Essentially, the success of any classroom is enhanced by the three "E's." First, the instructor needs to exhibit ENTHUSIASM in his/her teaching and in his/her approach to the subject matter. Enthusiasm is contagious and breeds students' EXCITEMENT for this class. If both are working, the result is a dynamic EDUCATION.

To achieve this success, the instructor must be well prepared for each and every class. He or she should begin and end each class on time. All homework papers need to be evaluated with a clear educational objective for each. All evaluated materials should be passed back to the students on a timely basis - homework, next class and major products, no longer than a week. Above all, the instructor must encourage, motivate, stimulate, and challenge his/her students. He or she should avoid yes or no questions but use those that provoke *thinking*. He or she is a facilitator of learning - the most precious part of his/her students' existence.

Thanks to Bob Lebda, English Instructor, PA College of Technology, Williamsport, PA.

GET INVOLVED

We are planning a conference for managers and staff developers of part-time faculty for fall or spring. It is our intent to address issues that are of the greatest interest and concern to you. We are also interested in involving presenters who would like to lead discussions of specific topics. Please let us know if you are interested in either of the above. Phone: 800-266-0805, FAX: 216-933-9285.

SUBMISSION OF MANUSCRIPTS

We welcome the submission of manuscripts concerning the management and development of part-time/adjunct faculty. Contemporary and creative, as well as traditional, topics are encouraged. Items for "Classroom Corner", "Info-Bits", and "Big Idea" should be limited to 125-200 words. Special arrangements are made for the feature and front-page articles. Part-time faculty as well as managers are encouraged to submit. Copy may be submitted in any standard typewritten form. Telephone interviews and faxes are accepted for short items. Submissions should be sent to Dr. Donald Greive, Editor, *Adjunct Info*, Box 40092, Cleveland, OH 44140. Phone (216) 333-3157, FAX (216) 933-9285.

ADJUNCT OR PART-TIME???

Although there are historic traditional meanings attached to the words "adjunct" and "part-time" faculty, i.e. adjunct implies a continuing relationship with the institution (teaching or otherwise), and part-time is a specific assignment of a task (teaching or otherwise), in practice the terms are used differently in different institutions. For these reasons, the two terms will be used interchangeably in *Adjunct Info*, each meaning a non-full time person given a professional assignment in a college, school or university.

Perhaps one of the most crucial elements of any classroom is to establish a long range (semester) focus for both the students and the faculty members.

BIG IDEA

Recruiting Part-Time Faculty

Recruiting part-time faculty is a perennial problem and requires a continuous effort so that qualified instructors can be scheduled to meet instructional needs. Below are some thoughts which the division chairs at Hagerstown Junior College have found to be helpful.

- Keep in contact with counterparts at other two-and four-year schools. Sometimes their staffs are available for part-time employment.
- Keep in touch with department heads at local high schools. Often there are superior high school teachers who enjoy teaching a night class at the local college.
- Actively take advantage of the resources of advisory groups. Not only will they help to develop and modify programs, they will also teach some of the courses. Advisory groups serve as excellent forums for networking and identifying contacts who can be potential instructors in future semesters.
- Outstanding students sometimes make outstanding teachers. Keep in touch with them as they earn advanced degrees, develop in their careers, and gain expertise in specific academic/vocational areas.
- Eventually full-time faculty do retire. Some older professors want to teach one or two courses because their love of teaching will never retire. Take advantage of their altruism.

Contributed by Ronald A. Kepple, Chair of Behavioral and Social Sciences Division, Hagerstown Junior College, 11400 Robinwood Drive, Hagerstown, Maryland 21742-6590.

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PRESENTATION SKILLS: FROM BOARDROOM TO CLASSROOM

By Judith Simons Gold, Ph.D.

Many adjunct faculty come to a university environment with skills honed in the corporate world. Teaching, for many of these individuals, is mainly a transference of skills. The same successful presentation skills used in the business arena can be, and should be, drawn upon in the classroom. "If it works, don't change it," is an axiom that can be applied to university faculty.

The content of a presentation is what your audience has come to hear. But the delivery is almost more important than the content. The most fascinating ideas, if delivered poorly, will not reach the listener. Delivery includes two basic elements: paralanguage and kinesics. Paralanguage is what speakers convey with their voice through such things as volume, articulation, pitch, pauses, vocal variety, and rate of delivery. Kinesics is what speakers convey to their audience through body movements such as posture, gestures, and eye contact. What the Greek historian Herodotus observed more than 2,400 years ago is still true: "Men trust their ears less than their eyes." When a speaker's body language is inconsistent with his or her words, listeners tend to believe the body language rather than the words.

Nonverbal communication is so powerful that the impact of a double message is not so much that the student is confused by the communication, as that the nonverbal message outweights the verbal one. The message actually received is the one conveyed not by our words, but by our tone and body language. Our "pictures" speak louder than our words. Students are very sensitive to the discrepancies between instructors' verbal and nonverbal messages. Incongruity between these can be a powerful obstacle to trust building. When an instructor says one thing and acts or sounds another, the incongruity may be seen as a lack of sincerity and genuiness; and it is the nonverbal message that will actually be received. Most of the time our nonverbal behavior is unconscious. We may not be aware that we are narrowing our eyelids (which may be interpreted as suspicion) or that we are looking askance, as though disbelieving.

As an instructor, it helps to put yourself in the shoes of the people who will be listening to your presentation. When analyzing your student population, you have two elements to consider.

1. **Values:** What is important to the group? How best can you include them in your presentation so they become active participants in the learning process?

2. **Needs:** What subject are you teaching that is important to the student? What can you do to enhance the students' desire to be a part of the learning environment?

For your presentation to be successful, you must actively engage the students' in the learning process. Consider yourself a facilitator, a resource of knowledge, and a catalyst on the educational ladder.

For those of you who hold teaching and/or administrative postions, such as department heads, division chairs, and academic deans, take this opportunity, as you prepare for the coming school year to share with your adjunct faculty the importance of these successful presentation skills.

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Judith Simons Gold, Ph. D., an instructor and advisor to CMU's Extended Degree Program, has been a faculty mentor at Central Michigan University since the inception of the program in 1988. In addition, Dr. Gold is head of the Computer Science Department and chairperson of the Faculty Development Committeee at Marygrove College, Detroit, MI. Dr. Gold may be reached at (313) 682-0513.

EDITORIAL
THE INVISIBLE FACULTY REVISITED

It has been two years since Judith Gappa and David Leslie published their extensive study of the conditions of adjunct faculty in their book *The Invisible Faculty**. Although many of us purchased and read this interesting and informative documentary, probably the 43 recommendations seemed a little overwhelming. As we enter a new academic year, I felt that it might be the appropriate time for a summary review of some of their major recommendations, so that adjunct faculty managers can quickly assess their programs to assist in plans for the coming year.

Institutions should tackle the issues of part-time faculty employment from a foundation of self interest.

Introducing their "action agenda", Gappa and Leslie state: "Institutions should tackle the issues of part-time faculty employment from a foundation of self interest. We cannot think of a better investment for a college or university than its faculty." With that statement setting the tone, the following recommendations are presented for discussion and consideration supplemented by some general observations.

1. *Develop goals for the use of part-time faculty that are based upon the educational mission of the college.* Evidence is mounting that more and more colleges are seriously addressing this concern. Most colleges and universities have handbooks including mission statements, and there is evidence that greater importance is being placed upon meeting the needs of a more diverse student body. Some question remains concerning verbal face-to-face discussion of goals with part-time faculty.

2. *Periodically survey part-time faculty for additional information about their perception of the conditions under which they work.* It seems that there is a great difference of opinion concerning the response to this item. Some colleges report involvement of part-time faculty from orientation through faculty development programs to curriculum revision. At other institutions, part-time faculty feel completely left out. This leaves the question of what is being done at your institution to enhance adjunct assimilation?

3. *Publish part-time faculty employment policies in the faculty manual and distribute to all department chairs and part-time faculty.* It seems that we have reached the point where this safeguard is no longer optional. If such a written publication does not exist, one should be prepared, preferably with legal assistance.

4. *Offer a range of employment options for part-time faculty.* In many institutions part-time faculty are intimately involved in their institutions. During the past few years, we at Info-Tec have received many requests directly from part-time faculty, who are members of faculty committees seeking resource materials. Some institutions develop a continuing relationship with a number of part-time faculty (calling them adjuncts), and retain a temporary arrangement with others (calling them part-time). A word of caution, not all part-timers want to become more involved.

5. *Establish career tracks that provide rewards and incentives for long-term service and/or high achievement.* It appears that this concern needs lots of work. Is there something we can do besides award a five year plaque for long term, loyal employees? IF YOUR INSTITUTION IS INVOLVED WITH THIS, WE'D LOVE TO HEAR FROM YOU SO WE CAN PASS YOUR IDEAS ON TO OTHERS.

6. *Develop objective performance criteria and procedures for evaluation of part-time faculty, and use the results as the basis for decisions about reappointment.* This is so big I'm almost sorry I brought it up. One of the most important educationally, legally and professionally, yet one of the most often neglected processes. What is the criteria? Is it the same for all evaluators and departments? What are the qualifications of the evaluators? Even, are *they* qualified? Al Smith will provide the feature article in the next issue of *Adjunct-Info* to give some insight.

These six points, of course, are only a few of those addressed in *The Invisible Faculty*. They represent some of the more "operationally" oriented concerns. A check of these six with your institution, however, might be a good start for planning for the upcomming year.

Don Greive
Editor

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*Gappa, Judith M., and Leslie, David W., (1993) *The Invisible Faculty-Improving The Status Of Part-Timers In Higher Education*. San Francisco: Jossey-Bass.

THE ADJUNCT FACULTY PROJECT UNDER THE CENTER FOR TEACHING
AN EXAMPLE FROM CONNECTICUT'S COMMUNITY-TECHNICAL COLLEGES

By Mary Ellen Ellsworth

> *Thus, the teaching of part-time faculty should parallel in quality that of their full-time colleagues, as long as they have the information and the support to function at their best within the system.*

The Adjunct Faculty Project under the Center for Teaching at Connecticut's community-technical colleges seems to be unique in the nation today in its statewide focus. Its beginning, however, was quietly unremarkable. In the winter of 1993 a handful of individuals sat down to discuss whether some kind of a professional development initiative targeted toward adjunct faculty could get off the ground: was there a need, an interest, a way to organize? Before the end of the 1993 spring term, the resounding *yes* to the above question had propelled the project to a statewide adventure involving individuals on every one of our community-technical college campuses. These individuals are part-timers who serve as campus heads of the Adjunct Faculty Project, co-ordinating initiatives with colleagues on their home campuses, and also serving on the Statewide Adjunct Faculty Project Steering Committee, which meets four or five times a year on different campuses across the state to share information and to plan for future projects. In every case, dedication to adjunct issues is the prime motivator. Additionally, as overall project coordinator, I frequently send out mailings of relevant articles, initiate telephone conversations about individual campus activites, *et al.*, to help knit the group together and to bolster the momentum necessary to the project's success.

After two years, we are at a point of assessing our programs and our goals, and we would like to explain our areas of success, in the hope of encouraging part-time groups on other campuses in other states.

Initially, when we began our project, although everyone could name individual adjuncts who were wonderfully talented, no one was sure over-all how well-trained adjuncts were, or how experienced. Our first goal, then, was to collect accurate data. *We wanted to systematically gather information to assess the status of adjuncts.* We sent out a five-page questionnaire to adjuncts statewide, asking about teaching experience, college and department interaction, and physical support... Yes—five pages! Foolhardy, maybe, but hopeful and committed to the project, we went ahead. We received a 50% response on some of our campuses—indicating, perhaps, that adjuncts weren't often surveyed, and that they were eager to share information about their professional roles.

Simultaneously, while we were canvassing the adjuncts themselves, we sent much shorter (one page!) questionnaires to Deans, and to two representative departments, English and Business, to incorporate departmental and college-wide perspectives. In surveying both the academic preparation and the experience of full-time faculty and adjuncts in two representative departments, we found the groups equally highly trained and experienced. Thus, the teaching of part-time faculty should parallel in quality that of their full-time colleagues, *as long as they have the information and the support to function at their best within the system.* And it is the job of the Adjunct Faculty Project to find effective and low-cost methods to assist adjuncts and the system to match one another's needs. Here is what we have developed.

****ORIENTATIONS FOR PART-TIME FACULTY —**
each semester, on each teaching site, even if numbers are small. We have encouraged preparing sessions that will be helpful to both new and returning adjuncts. These sessions should include:
1. A substantive professional development activity.
2. A walk-through of the facilities, including the library, and the computer lab, and a "how to" on the preparation of intructional materials.
3. An introduction to deans, the college president, the faculty secretary, and relevant business office personnel.

Not least in importance in these Orientations, we have found, is a shared meal or dessert—offering an opportunity for informal questions and for socializing—and for solidifying a sense of belonging which is so critically important to adjunct effectiveness.

****HANDBOOKS FOR PART-TIME FACULTY.**
Some campuses seem to prefer a college

Continued page 4

Continued from page 3

handbook for all faculty and staff, but on several of our campuses we have found an easily accessible *Adjunct Handbook* an extremely effective professional development tool.

As a representative of the part-time constituency takes part in the decision-making process around the college's academic policies, increased communication, understanding, and cooperation should occur.

Obvious elements include:
1. A Statement of the Mission of the College, and a Student Profile.
2. Information on Teaching Resources, like the Computer Lab and the Tutoring Center.
3. Instructional Information, with sample syllabus.
4. Contractual Information.
5. College Directory, including names and numbers for voice mail and/or telephone, by department.
6. Maps, Directions, and Forms...like the Desk Copy Request form.

CAMPUS ADJUNCTS NEWSLETTERS — written for and by adjuncts, and published several times a semester, highlighting on-campus professional development activities, individual adjunct achievements, and discussion of professional issues. The larger the campus, the more important these newsletters are.

LOCAL CAMPUS ADJUNCT DIRECTORY — organized alphabetically AND by department. Again, adjuncts were eager to provide information. Directories give a boost to networking and professional sharing. Compiled statewide, they would give Deans and Department Chairs a quick access to trained individuals who might be available for the "just before the semester starts" hirings which often plague administrators.

STATE OR REGIONAL ADJUNCT FACULTY PROFESSIONAL DEVELOPMENT ACTIVITY. We have held two such activities—one in an attractive shore-line retreat setting, with morning coffee and lunch provided. This was well-attended and seemed to pay dividends in morale-building far beyond what one might have expected from its relatively inexpensive dollar cost. Participants are still talking about it almost a year later!

ON-CAMPUS PROFESSIONAL DEVELOPMENT ACTIVITIES, some targeted toward all faculty, including adjuncts, and some focused only toward adjuncts. Several of our campuses have used commercially developed films and teaching hand books for their on-campus programs.

MENTORING PROJECTS, pairing up full-time and part-time faculty. Set up formally over a semester or year, and involving observations of each other's classroom, brainstorming discussions, and a summary report, this is a real sharing experience, working against the isolation some part-time faculty feel.

OPEN CLASSROOMS— a more informal opportunity for faculty of all levels to learn from one another in an atmosphere of collegiality. Usually set up for a week or two during the term, for those who wish to participate.

ADJUNCT RECOGNITION DAY— a highlight of creative endeavors, college service, and other activities by adjuncts. Again, this kind of activity, minimal in cost, raises morale and builds collegialtiy; if part-time achievements are shared with the local press, this also make wonderful PR material for the college!

GOVERNANCE. Two of our colleges have included an adjunct representative on their college-wide committee for developing and evaluating the teaching and learning environment. Such committees, labelled and defined somewhat differently on various campuses, may, for example, oversee curriculum review, course development, and new program offerings. As a representative of the part-time constituency takes part in the decision-making process around the college's academic policies, increased communication, understanding, and cooperation should occur. This is an important development—but not without difficulties. The definition of "adjunct representative" itself requires careful and senstive working out. While some schools consider any individual who is a regular part of the adjunct pool a member of their adjunct faculty, and thus a potential college-wide committee member, others feel that for the greatest effectiveness, the representative must be teaching during every semester in which she/he serves in such a position. The adjunct representative role is an important one, and as we share our experiences at different campuses, we can find the best routes toward the most effective communication and support.

The Adjunct Faculty Project under the Center for Teaching in Connecticut has grown and developed wonderfully. Its very success, of course, has bred growing pains. But in a state which is experiencing

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continued economic recession and job loss and decreased support for the funding of public higher education, the trend is toward increasing challenges to effective teaching— fewer courses and section choices, larger classes. Hirings are down, which means, on a percentage basis, part-time instruction is likely to continue to grow. Whatever administrators, full-time faculty, and adjunct instructors can do together to improve the professional quality of part-time instruction will have tremendous impact on the students pursuing their academic goals within our system.

Mary Ellen Ellsworth, Ph.D., has spend several years teaching part-time within the Connecticut State University System. She presently coordinates 1600 adjuncts in the community-technical college system under The Center for Teaching.

INFO BITS

The 1995 International Team Building for Quality Conference

With increasing emphasis being directed toward quality and adjunct faculty, we felt it appropriate to include for managers and faculty this announcement concerning team building and quality. The conference is hosted by North Carolina State University, Guilford Technical Community College and Humber College. The conference director is George A. Baker III, Distinguished Professor of Community College Leadership, NCSU, Raleigh.

The 1995 International Team Building for Quality Conference will be held October 14-17 in Greensboro, North Carolina. International leaders, staff, and faculty of community colleges, universities and four-year colleges, government agencies, and business and industry will be in attendance. The quality movement affects all organizations who produce products or provide services into the 21st century, and the conference is designed for all professionals dedicated to the quality movement.

A primary focus of the conference will be community colleges. Workshops, large groups, and breakout sessions will be presented by teams. The curriculum has six components: leadership development, systems thinking, quality initiatives, institutional research, teaching and learning, and team building and trust. Attendees will be exposed to workable strategies for quality improvement while groups model the team concept. Sample sessions include: Community College/Industry Based Partnerships, State System Level Leadership, Institutional Research and Planning, Cross Functional Teams in Action, and Academic Leadership Team.

One of the highlights of the conference will be the David Pierce Quality Leadership Awards. The National Initiative for Leadership and Institutional Effectivenss (NILIE) will sponsor four types of competitive awards to recognize organizations that have made major progress toward becoming quality origanizations. The David Pierce Quality Awards include separate honors for leadership, functional or cross-functional quality teams, department chair/head quality leadership, and professional faculty learner-centered quality.

For additional information on the conference, or if your institution wishes to become a sponsor/presenter, please contact NILIE. Phone: (919) 515-6289 or (919) 515-5832; Fax (919) 515-6305; or Internet baker^{9}poe.coe.ncsu.edu. Individuals, teams, and units who place a value on improving effectiveness and customer satisfaction through enchanced productivity should not miss this hands-on, skill-building conference!

The curriculum has six components: leadership development, systems thinking, quality initiatives, institutional research, teaching and learning, and team building and trust.

* * *

NOTE!

Check your renewal date. It may be time to renew your subscription to *Adjunct Info*. If in doubt call — 800-266-0805.

CLASSROOM CORNER

ENCOURAGING THE ADULT LEARNER

By June Stoll

Traditional college students are those who go directly to college from high school and study full time. Today, however, more and more adult students are going to college. Jane M. Schierloh offers the following suggestions to teachers working in basic adult education, but her suggestions are also applicable for college instructors.

1. Encourage questions.
- "There are no stupid questions."
- "Research shows good students ask more questions than poor students."
- "Your question may be the very question the person on your right wants to ask but is afraid to ask."
- "I like it when you ask questions because then I know how to teach you better."
- "I was hoping someone would ask about that."
- "That's an intelligent question."

2. Emphasize that "errors are useful tools for learning."
- "I am more interested in wrong answers than right ones. The wrong ones help me know where you are confused and what I need to do to help you."
- Think positively: "I got 15 right" rather than "I got 5 wrong."
- "Think about trying to learn to play the piano or the guitar without hitting any wrong notes."

3. Create a safe learning environment.
- "No one will ever laugh at your mistakes here."
- Be aware of comments that could make new students feel unconfortable.
- Assure students that will not be called on unless they volunteer.

The college instructor is instrumental in a student's decision of whether to enroll in another class or to quit. In a student-centered classroom where the professor is aware of the student's anxieties and tries to allay them, one is giving students not only the knowledge they need to continue their education but the confidence as well.

Reprinted with permission. The Ohio Literacy Center. Kent State University, Jean Stephens, Director.

In my experience, study partner interaction has provided several positive results. It promotes accountability for students and saves my time.

STUDY PARTNERS: CONQUERING INACCESSIBILITY AND FEAR

As an Adjunct/Part-time English faculty member and often a teacher of adults, I face two unique obstacles.

1. Since I am not on campus everyday, students are sometimes frustrated by their inability to stop by my office anytime. For example, if my classes only meet Tuesdays and Thursdays, and students miss a Thursday class, they may not see me until the following week to ask questions or make up work. Also, since many of my students work full time during the day and attend classes in the evening, I am sometimes frustrated by my inability to contact them, especially if they have missed several classes or assignments.

2. A second dilemma is overcoming the insecurity and doubts that many older students experience upon returning to school after an absence of many years. They often need extra encouragement and a boost of confidence. Fear of asking "stupid" questions or embarrassing themselves can result in lack of progress or even failure.

To promote success, I have instituted the use of study partners in each of my classes. After a first day get-acquainted activity, I assign or allow students to choose a study partner. This partner is responsible for:
1. Taking notes and assignments/handouts for the partner when he/she is absent.
2. Handing in or collecting a paper for the absent partner.
3. Answering/discussing the unasked questions, which students may think are too simple to ask.
4. Possibly studying for a quiz or proof reading a paper.

In my experience, study partner interaction has provided several positive results. It promotes accountability for students and saves my time. For example, a student can no longer come to me and say, "I don't have my assignment because I was not here on Tuesday and I didn't know about it." If students cannot contact me, it is their responsibility to contact his study partners. I no longer accept excuses for late papers or requests to make up quizzes or tests, and I rarely must re-teach a lesson to an absent student.

The best result of all is that sudents who actively participate with their study partners

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CLASSROOM CORNER

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earn higher grades and feel much more confident about their abilities. Also, a positive atmosphere for learning and future work is established and encouraged.

Thanks to: Kathy M. Richards
PA College of Technology, Williamsport, PA

YOUR STUDENTS, YOUR AUDIENCE

by June Stoll

Shakespeare said, "The world's a stage," and the classroom exemplifies that famous line. Years ago when I taught in the public school system, colleagues in the faculty lounge would periodically end their conference period with the comment, "It's show time!" Dr. Alan Friedman, of the Speech and Drama Department at Belleville Area College, proposes four acting techniques for teachers to enliven the daily classroom.

1. **Physical Movements.** Friedman mentions how hand, face, and eye gestures, as well as moving around the room, are essential for the actor. Picture the actor in one position, feet riveted to the floor. Does this conjure up the impression of Dr. Dull behind the lectern? Use movement in the classroom; students will be watching.

2. **Spontaneity.** Friedman defines spontaneity as the ability to make the old seem new." This technique is certainly necessary for the actor who must repeat the same performance countless times. As teachers, how often do we repeat the same lecture or use the same transparencies? Friedman suggests that is not necessary to create new material; it is simply important to make it seem new. This, he says, may easily be done with the element of surprise. The instructor can act as if a new thought has just occurred, or as if a student's question was an innovative one.

3. **Emotion.** While actors rely on a range of emotions, Friedman says the teacher needs only one—enthusiasm. An acting technique that might help on those days (or nights) when it seems impossible to generate enthusiasm is emotional recall. This technique is put in practice when the actor remembers a time in his/her life when that emotion was experienced. As a teacher, when did you decide to teach your subject? What did you like about it? How did you feel when you studied it? Convey your excitement and love of learning to your audience.

4. **Relaxation.** Most actors experience stage fright before a production and many practice relaxation exercises to help them overcome it. In response to teachers who deny this emotion, Friedman asks them to remember the first day of a new class. Was tension evident in their voice? Friedman's recommendation is ten minutes of stretching exercises. I would add that avoiding stress also aids in relaxation. Rushing to class from a previous commitment is not a good way to gain composure.

While actors rely on a range of emotions, Friedman says the teacher needs only one—enthusiasm.

In summary, Friedman suggests motion and emotion, spontaneity and relaxation-techniques that don't sound too complex. Once those are mastered, perhaps other elements of the stage can be added. For example, what about props? Can you think of anything visual to exemplify the abstract concept you are discussing? Comparisons between the classroom and the stage are limitless. Now go out there and break a leg!

*Reprinted with permission from **The National Teaching and Learning Forum**, Vol. 4 No. 2; James Rhem, Executive Editor.*

GET INVOLVED

We are planning a conference for managers and staff developers of part-time faculty for fall or spring. It is our intent to address issues that are of the greatest interest and concern to you. We are also interested in involving presenters who would like to lead discussions of specific topics. Please let us know if you are interested in either of the above. Phone: 800-266-0805,
FAX: 216-933-9285.

BIG IDEA

Butler County Community College recently held two day-long workshops for adjunct faculty during the spring semester. Information focused on *Collaborative Learning* and *Becoming Better Classroom Managers* along with *Great Ideas for Teaching Students* (GIFTS) sessions in the afternoons. Adjunct faculty preferred the 9 a.m.-3 p.m. day of information/training rather than the numerous short evening sessions. A BCCC pilot program which began in the fall of 1994 offers adjunct faculty a bonus paycheck for attendance at 15 hours of professional development events/activities. Approximately 75 faculty members participated.

An additional 25 part-time faculty joined the process later. Development sessions were coordinated through the Centers for Teaching Excellence, with discipline specific sessions hosted by lead faculty. Part-time faculty responded that they appreciated the collegial opportunities as well as recognition of their efforts toward professional and organizational development.

Thanks to Cindy Hoss, Butler County Community College, El Dorado, KS.

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ADJUNCT INFO
A Journal For Managers
of Adjunct and
Part-Time Faculty

VOLUME 4 NUMBER 1 FALL, 1995

INSTRUCTIONAL CERTIFICATION PROGRAM FOR ADJUNCT FACULTY

By Jane T. Rauton

Piedmont Technical College's Teaching Improvement Committee created, directed, and produced their first year-long training program leading to instructional certification for adjunct faculty members. Beginning in August, 1994, and continuing between semesters, more than fifty adjunct faculty members participated in the four sessions.

Piedmont Tech is located in a rural area of South Carolina and serves a seven-county area. In addition to the main campus, Piedmont conducts classes at two off-campus locations in neighboring counties, at two prisons, and at the local university. The college enrollment has continued to increase, yet state and local funds have decreased; therefore, we increasingly depend upon adjunct faculty members. The college is fortunate to have many excellent public school teachers who teach in the evening progams, former teachers who are just returning to work part-time, and business and industrial persons who share their technical skills.

The Teaching Improvement Committee developed the instructional certification program for adjunct faculty who lacked previous teaching experience or experience teaching adults. Participants were compensated at their equivalent teaching rate for the hours they attended. In addition, completers or "graduates" who received PTC instructional certification were awarded an hourly pay increase.

Faculty mentors were selected to develop and conduct the workshops. They were also compensated for their time for teaching and course development. The objectives of the program were to provide information on effective teaching methodology, especially active learning, and to develop a sense of "community" among adjunct faculty members. The mentors modeled active learning strategies and cooperative learning techniques in each session.

With slight modifications, based on the evaluations received this year, the program will be duplicated for 1995-96.

WORKSHOP DESCRIPTIONS FOLLOW:
Session I: "Creating the Learning Environment"
Setting the tone will include tips for getting started, using textbooks effectively, establishing ground rules, such as homework policies, and developing general competencies such as teambuilding and communication.

Session 2: "Instructional Planning"
Preparation and organization will include program and course competencies, lesson planning and assessment. Course textbooks will be used to develop syllabi.

Session 3: "Teaching Adult Learners"
Understanding adult learners, their styles and preferences and teaching methods to accommodate various learning styles will be discovered.

Session 4: "Diversity and Complexity in the Classroom"
Issues such as race, ethnicity, gender, sexual harassment, and professional ethics will be discussed, as well as how-to's for teaching academically diverse students including learning disabled.

Twenty-two adjunct faculty members received instructional certificates during the 1994-95 academic year. The program will be repeated beginning in August, 1995, for new adjunct faculty members, and this year's participants will be invited to make-up any sessions they missed in order to receive certification.

Jane T. Rauton is the Dean for Educational and Instructional Services, Piedmont Technical College.

EDITORIAL

*THE ISOLATION AND LONELINESS OF ADJUNCTS**

By Eugene Arden

Adjuncts tend to live on killer schedules. They often are fully employed elsewhere, or managing a household, or doing *both* (!), while also moonlighting an extra course or two in the evenings. Or, they may live as "travelers," that is, as part-timers who piece together a "full" schedule of four or five courses on two or three different campuses. As a result, the adjunct has virtually no interaction with full-time staff, nor even with other adjuncts. A sense of isolation — even loneliness — can hardly be avoided.

> *What adjuncts sorely need is the same opportunities tenured faculty enjoy*

The question facing college officials is whether they can overcome or at least mitigate the loneliness and professional isolation of adjuncts, not only for the adjuncts' sake but also for the sake of the students, who deserve the best possible performance from all faculty members, including part-timers. Unfortunately, those of us seeking changes can expect very little help from the regular faculty. It is precisely because of their not-so-benign neglect that improvements are needed in the way adjuncts are treated.

What adjuncts sorely need is the same opportunities tenured faculty enjoy — to mix with one's colleagues, to learn from one another, to consider new course materials, to discuss academic issues, and to function in every sense of the term as *professionals*.

We have to do better than we are now doing with our adjuncts, because they will continue to be with us in great numbers for some considerable time to come. Enough new money simply will not be available—not in the foreseeable future, anyway—to create enough new full-time positions to allow campuses to reduce the number of adjuncts to, say half or a third as many as are now employed.

When I was provost of a medium-sized campus, I decided to meet with all the adjuncts willing to spend a single block of three hours per semester with me and their colleagues. The budget allowed me to reserve the faculty dining room for a breakfast meeting on a Saturday morning in October and for a lunch on a Saturday afternoon in November. I wrote to all adjuncts teaching that fall term and invited them to join me on either of the two Saturdays. A surprisingly large number turned out for one or the other (several showed up for both!), and we exchanged ideas on a variety of topics, such as the value of always including some classroom discussion rather than lecturing for the full period. During the next semester, I also tried several midweek dinner meetings, and once I brought in an outside speaker who was an expert in test making and grading. At another session, I showed a tape illustrating an instructor's insensitivity to ethnic and gender issues.

During these meetings the adjuncts expressed surprise at the interest shown in them after years of not-so-benign neglect. "Does it mean," several asked, "that what we do in the classroom really matters to you?"

It mattered very much, as I tried to show. Still, as I think back on those days, I wish I had done even more. I might, for example, have arranged for voluntary videotaping of some of the adjuncts' class sessions. Even the most conscientious instructors need actually to *see* themselves in action before they can recognize their bad habits — for example, facing the blackboard while talking, pacing about in an aimless and distracting way, or repeatedly calling for answers or comments from three or four favorite students while ignoring several others whose hands are raised.

A great deal can be done to help adjuncts teach effectively and creatively. But nothing will work if adjuncts are left by institutions to work pretty much on their own, and if they are given little or no encouragement to overcome their professional isolation. We have to do better by them — and better by their students.

*A larger version of this article appeared in *The Chronicle of Higher Education* (July 21, 1995).

Eugene Arden is Provost and Academic Vice Chancellor Emeritus, University of Michigan, Dearborn.

EVALUATING PART-TIME FACULTY

By Albert B. Smith

Introduction

Why do we need to evaluate part-time faculty? A number of good reasons can be given in answer to this question. After these reasons have been given, I will describe how I think the evaluation of part-time faculty can best be planned and conducted in both two-year and four-year institutions.

One good reason for evaluating part-time faculty (or adjunct) faculty is that their numbers appear to be increasing. In a recent national survey sent to senior administrators at 405 colleges and universities in the winter of 1995, 47 percent or 190 administrators reported that they had had a "net gain" of part-time faculty members at their institutions (*The Chronicle of Higher Education*, 1995). This on top of the fact that part-time faculty already represent approximately 34 percent of all faculty in higher education today.

A second good reason for evaluating part-time faculty is that they often provide a significant amount of instruction at any given college or university. For example, a study in the state of Texas in 1990 showed that at the two-year institutions, part-time faculty instructed 33 percent of the lower-division classes (college-level and remedial) or 31 percent of the lower-division semester credit hours generated at these institutions. At the four-year institutions in this same state, part-time faculty, including teaching assistants, instructed 32 percent of all lower-division classes (including college and remedial), or 23 percent of the semester hours generated in the senior colleges (Committee on the Use of Part-Time Faculty, 1990). There are other very important reasons for evaluating part-time faculty. One of these reasons relates to the whole accountability or quality control movement. In order for colleges and universities to increase their student enrollments and their incomes, they are going to have to show a higher level of accountability than they have in the past. The systematic evaluation of part-time and full-time faculty will send a message to present and future students and benefactors that institutions of higher learning are serious about having the very best instruction on their campuses.

The systematic evaluation of part-time and full-time faculty will send a message to present and future students and benefactors that institutions of higher learning are serious about having the very best instruction on their campuses.

From the perspective of the part-time faculty members themselves, there are two other good reasons for evaluation. One is that such evaluations can be used in part-time faculty development programs to help part-time faculty do an even better job of teaching. No one likes to be a weak teacher. Second, part-time faculty evaluation systems can be used as a way of making rewards to faculty in the form of salary increases, reappointments, special bonuses, teaching awards, etc.

How can the evaluation of part-time faculty best be done?

There are three important steps that all institutions should follow in the evaluation of part-time faculty. These steps are: first and foremost, hire well-qualified people; second, establish a comprehensive part-time faculty evaluation plan that includes input from students, full- and part-time faculty, administrators, and self evaluations; and third, provide adequate rewards for part-time faculty, so that the very best of them are retained for as long as possible.

Hire Good People

This first step is easier said than done, but it may be the most important step in the establishment of an effective, part-time faculty evaluation program. A well planned screening and interviewing process will result in the very best part-time faculty being selected, and fewer problems will result when it comes time to evaluate these same faculty at the end of each academic semester. The screening and interviewing process that I am recommending would include: 1) an announcement of the part-time position in local papers, professional journals, and appropriate in-house as well as national publications; 2) a letter of application and vita or resume from each applicant; 3) the establishment of a search committee comprised of the chair/head and selected full- and part-time faculty from the department, division, or program area most in need of part-time faculty help; 4) a half day of interviewing for the two or three finalists for each part-time opening; and 5) individual evaluations of each part-time candidate by the full-time faculty in the unit. This first step and set of procedures are recommended here because most hiring practices in the area of part-time faculty are completed without close screening, in haste, and without a clear set of job responsibilities or expectations.

Establish a Comprehensive, Part-Time Faculty Evaluation Plan

Before describing the steps that should be followed in the development of a comprehensive, part-time faculty evaluation plan, I want to mention one other component that is essential to an effective part-time faculty evaluation system. That component is a **Part-Time Faculty Handbook.** Each college needs to develop such

Continued page 4

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a handbook for its part-time faculty. This handbook will describe not only the part-time faculty evaluation system but, if properly done, it will become an invaluable resource for each individual, part-time faculty member. This handbook should include such topics as: 1) introduction to the institution; 2) part-time faculty contractual matters; 3) qualifications for selection as a part-time faculty member; 4) a statement of part-time faculty teaching responsibilities; 5) appointment documentation requirements; 6) part-time faculty personnel management policies; 7) criteria for promotion; 8) evaluation criteria; and 9) administrative matters, such as tenured status, audit procedures, class scheduling, classroom policies and procedures, student conduct, research expectations, service expectations, etc. (For a good discussion of part-time faculty handbooks, see Tuchman, 1986).

> *...a part-time faculty evaluation system that includes evaluative data and input from the part-time faculty members' students, full-time and part-time faculty peers, and the part-time faculty member's immediate supervisor*

There are usually at least seven steps that are needed in the development of a comprehensive, part-time faculty evaluation plan or system. These steps are as follows:
Step 1: Determine the part-time faculty role model of the institution, department, or program area. That is, determine which of the many activities faculty engage in should be evaluated.
Step 2: Determine how much value or "weight" should be placed on each role in the part-time faculty role model. That is, establish the relative importance or priorities of each role in the unit as a whole (including teaching, research, and service).
Step 3: Define each role in terms of readily observable or documentable achievements, projects, or performances. That is, clearly establish what "evidence" will be acceptable in evaluating part-time faculty performance.
Step 4: Determine which source or sources should provide the information on which the evaluation of each role will be based. That is, clearly establish from whom information will be gathered in preparing the "evidence" to be used in the evaluation process.
Step 5: Determine how much value or "weight" should be placed on information provided by the various selected sources for each role. That is, clearly establish how much impact the information from a given source will have on the evaluation of a part-time faculty member's performance.
Step 6: Determine how the information from the various sources should be gathered. That is, given the type of information to be gathered and the sources from which it is to be gathered, determine the best mechanism for gathering it (questionnaire, interview schedule, checklist, peer review panel, etc.).
Step 7: Design or select appropriate forms, questionnaires, procedures and protocols necessary to gather the specified information (Smith, 1987).

The end product of this seven step process should result in a part-time faculty evaluation system that includes evaluative data and input from the part-time faculty members' students, full-time and part-time faculty peers, and the part-time faculty should be evaluated every semester by member's immediate supervisor. As a minimum, all part-time faculty should be evaluated every semester by students in each one of their classes. (See McKeachie, 1994 for examples of student rating forms that could be used in this part of the process). These student ratings should be included in the evaluation of each part-time faculty member's performance. Also, a minimum of two classroom observations should be conducted each semester for each part-time faculty member with one visit made by the part-time member's immediate supervisor, and the other by a full-time faculty member in the department. Data collected from students and from these visits should comprise the major source of information on any given part-time faculty member along with the part-time faculty member's annual report of his/her teaching, research, and service activities.

Rewards for Part-Time Faculty

The last, and perhaps most neglected, step in the establishment of an effective part-time faculty evaluation system is the establishment of a reward system for part-timers. We all know how poorly part-time faculty are paid in our colleges and universities. One of the major recommendations made in the report of the Committee on the Use of Part-Time Faculty (1990) in Texas was that: "Institutions should seek to reduce the full-time equivalent gap between part-time and full-time faculty salaries (p.12)."

This same report also recommended that part-time faculty should have much greater access to such full-time faculty benefits as health insurance, life insurance, leaves of absence, unemployment insurance, retirement, and sick leave benefits (p.12-13).

In addition to the above mentioned rewards, this author suggests that an effective part-time evaluation system would be one that provides data for such part-time faculty rewards as: 1) salary bonuses, 2)

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CLASSROOM CORNER

THE NEED TO TEACH VOCABULARY IN THE COLLEGE CLASSROOM

By June Stoll, Ph.D.

Two summers ago I taught a literary survey class. One woman submitted a well-written response paper to a poem called "The Indigo Bunting," but she based her interpretation of the poem upon the wrong definition of the word "**bunting.**" She discussed bunting as a baby blanket, and she worked hard at her interpretation because some words in the poem like **sky** and **flight** gave her trouble. And well they should have. The indigo bunting is a bird.

This past summer I taught the same course. One of the stories I assigned was Hemingway's "Hills Like White Elephants." After our class discussion, a man whom I shall call Ron remarked that he would have understood the story better had he understood the term "**white elephant.**" Ron had checked the dictionary. His dictionary did not have the term.

Ron's experience triggered my memory of a time when I was also frustrated with vocabulary. Several years ago I took a graduate course in contemporary reading theory. Neither my weighty 320,000 word ten-year old dictionary nor my nifty 83,000 word electronic dictionary could help with the class. Deconstructionism and phenomenology weren't defined. I checked the dictionary. I was unsuccessful.

The white elephant incident made me resolve to teach vocabulary differently.

- For example, if I include "The Indigo Bunting" in a future reading list, I will ask students for definitions of the word. If students mention babies instead of birds, I will tell them to check the dictionary for a different definition and to examine words in the poem for hints.

- If I assign "Hills Like White Elephants," I will ask the class what the expression "white elephant" means.

- If I teach a course which includes difficult reading material, I will review reading skills and techniques, as well as the use of the dictionary.

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EVALUATION AND EXPECTATIONS

by June Stoll

College students generally evaluate instructors at the end of the course by marking answers to selected questions on a survey sheet. Some of the questions refer to the course itself, some to the text, and some to the instructor's objectives and teaching methods. How would students respond without the computerized bubble sheets? An informal survey of college students revealed the following expectations they have for instructors at the college level.

Students expect instructors to be:

1. Knowledgeable about their subject.
   - Through knowledge of subject and the ability to present the material in a variety of ways.
   - Ability to make the subject interesting and relevant.
   - Willing to share personal experiences relating to subject, i.e., "I know this because..."
2. Knowledgeable about how to teach.
   - Enthusiastic.
   - Well-prepared and well-organized.
   - Clear presentations.
   - Interaction with class.
   - Accommodation of different learning styles.
   - Fair concerning expectations and grades.
3. Knowledgeable about students and student needs
   - Interested in students understanding material.
   - Good listener.
   - Patient and helpful.
   - Understanding of students' academic and work load.
   - Willing to learn from as well as to teach to.
   - Doesn't act superior to students.
   - Doesn't try to humilate students.
   - Appreciates diversity of students' backgrounds.
   - Available out of class and approachable.

Students also state that they expect a college professor to dress in a professional manner.

We know what we expect from our students, and it is helpful to know what they expect of us. An intresting approach to discussing the course syllabus might begin by distributing note cards and asking students for two or three expectations they have of you, as a lecturer. After reading and commenting upon them, you could then state your expectations of the students and the course as you distribute and discuss the syllabus. A mutual agreement to try to live up to each others' expectations might prove to be a challenging stimulus for the course.

> *We know what we expect from our students, and it is helpf to know what they expect of us*

CLASSROOM CORNER

SUGGESTIONS FOR WRITING VARIOUS TYPES OF TEST ITEMS

Contributed by Dr. William Brown, Professor of Education, Wright State University

TRUE - FALSE

►Use T-F statements that don't need additional qualifications.

►Avoid specific determiners (always, etc).

►Keep relatively short, restrict to one central idea.

►Attribute opinions to a source.

Strengths

1. Can sample large amounts of subject matter.
2. T-F involve realistic tasks, the type students may face, yes-no decisions.

Weaknesses

1. Measure small relatively unimportant pieces of information.
2. Encourage guessing.
3. Often criticized as ambiguous.

MULTIPLE CHOICE

►Create plausible distractors.

►Vary number of options as needed, usually 3-5.

►Don't relate length of answer to correctness.

Make certain one answer is clearly the best, no hair splitting.

►When possible, have stem include most of the words with choices brief.

►Use grammatical consistency.

►Minimize negative expressions and *underline them* if you use them.

Strengths

1. Versatile-can assess most cognitive levels.
2. Can avoid subjective scoring problems.
3. Guessing is reduced.

Weaknesses

1. Difficult to build-distractors; hard to write sometimes.
2. Requires longer response time than T-F or other item types.

MATCHING

►Make lists of premises and responses as homogeneous as possible.

►Make clear on what basis the premise and response are to be matched.

►Arrange the premises and responses in logical order-alphabetical?

►Include some responses that are not used or some responses which could be used more than once.

►Keep a list of responses-if used more than once-relatively short.

►Put details in premise. Keep responses short.

Strengths

1. Lots of items can be sampled.
2. Relatively easy to write.

Weaknesses

1. Homogeneous premises and responses are difficult to find.
2. Usually not higher cognitive level.

FILL-IN

►Design for a short, definite answer.

►Avoid using verbatim statements from the textbook.

►Avoid mutilating the statement until all meaning is lost.

►Place blanks at the END of the statement.

►Avoid extraneous hints-like the first letter of a word.

Stengths

1. Reduces guessing.
2. Relatively easy to construct.

Weaknesses

1. Partial credit is often necessary.
2. Often only measures low level objectives.

ESSAY

►Include does what and how-well (e.g. behavioral objectives) to make a specific task which addresses specific points.

►Grade all #1's first, etc.

►Use "blind" grading.

►Adjust scoring criteria as needed.

Strengths

1. Can assess high level functioning.
2. Easier preparation than short item test.
3. Forces writing samples.

Weaknesses

1. Subjective grading/partial credit.
2. Time consuming grading.
3. Scoring prejudice.

* * *

Continued from page 5

- Writing is another way to teach vocabulary terms. Writing forces them to assimilate and articulate their thoughts.

Students need to be prepared when they come to class. We can help them become better prepared by discussing and clarifying vocabulary with them. If we assist students in understanding key terms before they leave our classrooms, they should be better prepared upon their return. We might also see students become more critical and confident readers. If more critical and confident reading ensues, we will be teaching much more than vocabulary.

June Stoll is an adjunct faculty member at The University of Akron, where she teaches education classes and at Walsh University, where she teaches English.

Continued from page 4

faculty development grants, 3) travel funds, and 4) a variety of special recognition awards, i.e., best part-time lecturer, best part-time faculty advisor, most innovative part-time faculty member, etc. The goal here would be to see that every deserving, part-time faculty member received some form of monetary or non-monetary award in any given academic year. (This suggestion, by the way, applies equally well in the establishment of effective full-time faculty evaluation systems.) By recognizing effective part-time faculty on an annual basis, each college and university will assure itself of always having a well-qualified part-time faculty.

SUMMARY

In this article I have tried to outline the major reasons for evaluating part-time faculty and how such evaluations could be planned, conducted, and improved upon in both two-year and four-year institutions. Hopefully, the ideas presented here will cause you to take a new look at part-time faculty evaluation in your institution. There is no more important activity that a manager of adjunct and part-time faculty can be involved in than the evaluation of part-time faculty performance.

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Albert B. Smith Ph.D., Professor and Coordinator Higher Education Program, Texas Tech University

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INFO BITS

THE GROWTH OF NON-CREDIT CLASSES

by Lea Leever Oldham

"We're ready for another record year." Lakeland Community College Dean of Community Education Gary Eith announced a week before classes started. "There are already 13,000 students enrolled in non-credit classes and 9,000 registered for credit." This is not an isolated case. More and more institutions of higher education are reporting record numbers of students, particularly on the non-credit side.

This thirst for new information, and the discovery by business people that teaching non-credit classes is a great way to promote products or services, means more and more instructors are needed every year. In addition to the business world, look to the talent pool (both credit and non-credit) already available in your institution. Many current and past instructors are very versatile and able to teach several courses. Although many non-credit courses are taught by people with academic credentials, those credentials are not a necessary requirement. Sources for part-time non-credit faculty are only as limited as your imagination!

Although these instructors have skills and/or knowledge necessary to lead classes, they don't necessarily know how to teach adults, even if they've taught credit classes or in public schools. It's important to provide an orientation to teaching for new instructors. Such an orientation should cover: how the adult student differs from traditional-age students; how to handle the first class; classroom techniques; communication skills in the classroom; student learning styles; and motivational strategies.

> *Although these instructors have skills and/or knowledge necessary to lead classes, they don't necessarily know how to teach adults, even if they've taught credit classes or in public schools*

Adults in non-credit classes don't have to be there. And, if the instructor doesn't make the class interesting, they may simply walk out. Thus instructors have to not only know their subject; they have to involve their students, be comfortable in front of a group of people, and keep classes stimulating. How can they do this? Be creative. Make use of multiple teaching techniques in addition to the traditional lecture. For example, use demonstrations, analogies, small group activities, field trips, outside readings, and films.

Lea Leever Oldham is the author of "Non-credit Instruction: A Guide for Continuing and Adult Education Programs." It is available from Info-Tec Inc., Box 40092, Cleveland, OH 44140, PH (216) 333-3157, FAX (216) 933-9285.

BIG IDEA

In September 1995, one hundred deans, provosts, and division chairs of the Virginia Community College System (VCCS) gathered to consider adjunct faculty practices within our 23 community colleges. The goal was to identify critical challenges and exchange "best practices" systemwide. A panel discussion, which featured adjunct faculty members from two colleges, was followed by topical roundtable sessions on orientation, credentials, recruitment, evaluation, teaching skills, compensation, ratios, and professional development. Participants were asked to list issues and share "best practices." Eighty-eight percent of those who submitted evaluations (n = 4) indicated that the forum stimulated ideas for improvement of adjunct faculty practice including: work harder on recognition, employ adjuncts cooperatively with adjacent colleges, provide a needs assessment each semester, include adjunct faculty names in college publications and telephone rosters, evaluate on teaching, improve communications, send letters of appreciation, enhance support services, train in teaching techniques, establish adjunct faculty awards, include adjuncts in college-wide activities and provide a warm, welcoming environment to facilitate teaching and learning.

Outcomes included the establishment of an ad hoc committee to draft a manual outlining standards of good adjunct faculty practice for the VCCS and a heightened awareness of the needs of adjunct faculty members.

Thanks to Dr. Bernadette M. Black, Director of Professional Development, VCCS.

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A Tool Kit for Quality Performance *(A Faculty Development Perspective*

by Robert R. Dolan

In his book, *The Baldrige Quality System, The Do It Yourself Way To Transform Your Business*, Stephen George presents a do-it-yourself kit for implementing quality in one's organization. The more I thought about how to implement quality performance through faculty development, the more Mr. George's approach seemed appropriate.

The following is offered as a do-it-yourself tool kit for quality performance as a teacher.

TOOL #1. DEFINE "QUALITY PERFORMANCE."
Dan Ciampa's book, *Total Quality, A User's Guide for Implementation*, suggests three definitions of total quality:

1. Total dedication to the customer.
2. Describing the outcomes desired.
3. Defining the components of the total quality effort (especially the tools and techniques to be used).

From a faculty development perspective, our customers are the institutions we serve, the faculty with whom we work and the students we teach. Therefore, we need to understand and embrace the philosophy, goals and objectives of the institution and the department of academic affairs, to dedicate ourselves to helping other teachers become the best they can be, and to remember the most important customer of all, our students.

The course description and the learning objectives set forth in the syllabus help define the outcomes desired. If these are not already in place, get them down in writing, so they can be shared with students and other interested parties.

TOOL #2. IMPLEMENT A QUALITY PROGRAM.
Here are some things we can do to prepare for a quality experience in the classroom:

1. Have a set of goals for yourself for this course and communicate those to the students. Ask the students to articulate their goals. These become our quality checkpoints.
2. Understand that how you were taught may or may not be appropriate for how students in this course need to be taught in order to optimize their learning.
3. Possess a set of personal values which embraces the unique qualities of every student in the class, and incorporate learning experiences commensurate with that knowledge.
4. Possess both academic and professional acumen in the subject area, enabling the synthesis of theory to practical application.
5. Create, maintain and extend a positive learning environment, one which is non-hostile and non-threatening.

TOOL #3. DEVELOP AN APPROPRIATE ASSESSMENT SYSTEM.
Components of an effective assessment system include informal student input, peer review, student learning outcomes measurements and formal instructor evaluations.

1. Informal Student Input.
   Ideally, at the end of each class session, students should be given the opportunity to respond to what's working and what isn't. If seeking student input after every session is impractical, how about every other session? In any event, do it frequently.
2. Peer Review.
   Develop a collaborative relationship with one of your peers. Ask her/him to sit in on a class or two and offer you constructive feedback. Incorporate into your tool kit that which is appropriate.
3. Student Learning Outcomes Measurements.
   You are obligated to assess student learning. There are many effective ways to do this, the most common of which is the mid-term and final examination process. However this is accomplished, the measurement should be consistent with all of the quality components that have gone into the course. Write examinations that clearly provide opportunities for students to demonstrate the level of learning they have achieved.
4. Formal Instructor Evaluations.
   Formal instructor evaluations such as the Student Instructional Report from Educational Testing Service are invaluable tools for quality assurance improvement. If your college or university does not have a system for formal instructor evaluation, ask for one.

TOOL #4. PLAN FOR THE FUTURE.
The best way to prepare for the future is to continuously work at personal development as a teacher, and to continually add more effective means and methods to our tool kits. No one knows what the future will bring. What we can anticipate is more emphasis on quality performance. Those who don't succeed well will not have planned to fail, they probably will have failed to plan.

Keep building your instructional tool kit—you will prepare for the future in a quality way.

Robert R. Dolan is Director of Faculty Development at City University, Renton, Washington, and has been in adult educatio for more than thirty years.

EDITORIAL
Is This the Future?

While preparing for some conference presentations last fall, the thought occurred to me—rather than dwell upon immediate issues associated with part-time faculty, maybe it is time to reflect upon the progress we have made and build upon that. This editorial is intended to reflect that process.

Several years ago, while serving as manager of a major evening and weekend program at Cuyahoga Community College, it became readily evident that there were many aspects of adjunct faculty management and support that could not be adequately addressed by a single office or department. Discussions with other college officials led to the obvious conclusion that other institutions were probably experiencing the same phenomenon. It was thus decided that a conference for professionals concerned with part-time faculty was in order. The conference was held in Cleveland, Ohio and attracted an extensive turnout from all areas of the country.

Nearly all of the participants responded indicating that their institutions presently were involved in 70% or more of the identified activities.

Although this process may not be of major importance to the reader, some of the results should be. It was probably the first such nationwide conference held to address adjunct faculty issues only; a topic that was rarely addressed in the literature. The issues and recommendations emanating from that conference were:

- Become serious about hiring practices for part-time faculty.
- Conduct and require orientation.
- Provide professional support resources.
- Demonstrate activities to involve part-time faculty.
- Prepare and distribute a handbook.
- Communicate through mail boxes and bulletins.
- Have an evaluation system in place.

During my recent workshop presentation, I asked the participants if their institutions were now addressing these issues. Nearly all of the participants responded indicating that their institutions presently were involved in 70% or more of the identified activities. Thus, with some degree of satisfaction, I solicited a second response: What do you now identify as the major problems/issues to be encountered in the upcoming decade? The responses seem much more complex. They are:

- Financial resources—Is the tail wagging the dog? In some institutions so many adjuncts are being employed that the support dollars are insufficient.
- Media/computers—On-site and distance learning has accelerated the need for state-of-the-art support for part-time faculty. Not only the cost of the hardware, but more intensive professional training is required.
- Ethics—Do we have a responsibility to communicate ethical standards to adjunct faculty? If so, how? When does an ethical issue become a legal issue?
- Legal issues—Awareness on the part of managers as well as the faculty.
- Faculty retention—In recent years institutions have developed a core of excellent, reliable part-time instructors. It's much better to keep them (financially and instructional quality) than hire new faculty. How do we retain the best?
- Assimilation—Call it integration, involvement, or whatever, we have many faculty who wish to become more involved in the academic affairs of the institution—to the advantage of the institution. How do we do it?
- Revitalization—What can we do to maintain enthusiasm and morale? Awards, rewards, recognition?

I'm certain that this list is not exhaustive. The role of part-time faculty and managers will continue to grow in importance. Undoubtedly, most of you reading this will concur that the concerns expressed in the introduction are being addressed by your institution. The question remains, ten years from now, will we be able to look back to the newly identified issues with the same feeling of achievement?

The participants in the workshop offered many suggestions for each of the issues identified. Some will be written up and published at a later time in *Adjunct Info*. Since we at *Adjunct Info* assume it part of our mission to keep abreast of current activities, we invite and encourage your input and observations for publication in the journal. It seems that any of these issues could warrant a front page or feature presentation.

Don Greive
Editor

The Role of the Adjunct Faculty Member

by Dr. Alfred Skolnick

Editor's Note: The following is the manuscript of a speech delivered at a statewide conference held at Lynchburg, VA in the fall of 1995. The forum, focusing on adjunct faculty issues, presented for Department Chairs, Deans and Provosts was sponsored by the Virginia Community College System. It is reprinted here with permission of the presenter and VCCS, Dr. Bernadette Black, Director of Professional Development.

I'm pleased to speak to this august group. When my daughter was in 4th grade, she was told to write a report on a famous person. But, it had to be short and pithy. She showed me her work when she finished. It read, "Socrates was Greek. He talked a lot. They killed him." I plan to avoid that excess tonight.

Here's a sea story:

Awakened from his sleep, the Commanding Officer of the nuclear propelled, guided missile cruiser was alerted by the bridge watch to the bright light bearing down on his ship. In Navy jargon, constant bearing, decreasing range, a collision course. He had his signalman send a terse message: "Change your course, I have the right of way." The response was quick: "Change *your* course." The skipper then sent, "I'm the Captain of a combatant ship and I demand you change course in accordance with the International Rules of the Road." Back came the reply, "I'm a 3rd class petty officer; sir, *please* change your course. I'm on watch in a lighthouse."

In the time available this evening I'll speak not only as an adjunct faculty member but as a taxpayer, an occasional employer of college educated "human capital," and an observer of the passing scene. If you don't agree with some of the observations, it may be that on those issues you're in the lighthouse and I'm on the ship. We should be able to agree we are dealing with a problem of relative motion for which there is a solution. We just need to establish what's fixed and what's moving!

In a larger sense, both regular and adjunct faculty are on the same ship and we must adjust our course to meet the needs of today's student. The threat of running aground stems from shallow products coming from our pre-college institutions. Not helpful is the siren song that encourages us to please students as we would clients instead of challenging them intellectually or as inquisitive scholars. Am I wrong in believing we are educating, not training? If standards are not maintained for students striving to improve, then a great disservice is done to those same people. **The level of knowledge they need to succeed in the outside world is not mastered.** This is where the common efforts of regular and adjunct faculty must meet the test of reality and this is where the reputation of colleges and universities will be determined.

I believe that adjunct faculty inject healthy perspectives into our colleges and can partly compensate for some ingrown tendencies of bureaucracies. Since adjuncts are both insiders and outsiders simultaneously, we bring added and sometimes valuable objectivity into the system. In addition, we're not expensive and get no benefits so we're superb revenue generators. What do we expect in turn? Like everyone else, we want to be loved.

But, many of the signs adjuncts see seem to say "second class citizen." From the bottom looking up, the atmosphere appears excluding and elitist. The contractual paperwork emphasizes the volatility of the adjunct position. The parking decals underscore that condition, since usually they're granted each semester rather than for the entire school year. Also, an adjunct's name is conspicuously missing from the Faculty/Staff listings in the annual catalog, giving further testimony to impermanence. Even if an adjunct warrants academic rank, rarely is this ever made visible or rewarding. Why not provide these no-cost incentives?

> *Since adjuncts are both insiders and outsiders simultaneously, we bring added and sometimes valuable objectivity into the system.*

What do our colleges acquire when they employ an adjunct? In a separate world, my experience has been that when we hire someone, we get the whole person and not just the parts we like. While we can't pick and choose pieces, there are common features most of us do have. A practical insight is that we each have a sign hanging around our neck and the sign says, "Make me feel important." We ignore the sign at our peril. The issue here is not special rights, but, equal treatment.

Now, I've been treated reasonably well over the 30 years of my part-time association with colleges and universities. (In some intervals better than others.) I number many personal friends on the full-time faculty. As we each come to know, trust and depend on

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The Role of the Adjunct Faculty Member

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one another, understanding builds. Still, where are the college policy formulations that demonstrate good management and inspire leadership of adjunct faculty? How are the importance and the contributions of adjunct faculty appropriately recognized?

Administrative arrangements such as combined meetings, orientation sessions and invitations to attend regular faculty gatherings are necessary steps toward inclusion and team play. But, they are not sufficient. A spirit of kindredness must be present as well. Without the genuine desire to embrace, the attempt rings false. Today, except in isolated cases, and I surely am one, many adjuncts are simply tolerated, but not especially welcomed. They rarely feel valued or sense genuine collegiality. Yet, with existing and projected budgets tightening as they are, the system can't run without them. In that climate, shouldn't we be emphasizing similarities rather than differences?

Administrative arrangements such as combined meetings, orientation sessions and invitations to attend regular faculty gatherings are necessary steps toward inclusion and team play.

Having spent two successful, non-academic careers in tested leadership positions, I can handle the "isolation" involved in being an adjunct. I was born into modest circumstances and worked my way through an urban college. I'm experienced in operating independently. As a senior naval officer, and later as a corporate executive, I had much practice in exercising authority or expressing moral outrage when necessary. You can imagine how younger adjunct faculty with less scar-tissue and less accustomed to autonomy might feel. Of course, adjuncts are neither homogeneous or monolithic in their outlook. Actually, they are likely to be more diverse than full-time faculty, especially in terms of academic experience. Our sensitivity to diversity these days implies that they should be treated with more care and regard.

All of us—full or part-timers and students deserve dignified treatment and respect. The concept of karma tells us our current actions will have inevitable results. But we needn't believe in karma to sense a caste system at work for adjunct faculty. What rights do adjunct faculty have? Where are the grievance procedures?

Not everyone involved is cavalier about these points or suffers distorted vision. But, added clarity can be created by inserting a corrective lens into the discussion. The powers of a fresh eye might permit us to see more clearly the realities of the outside world. Instead of viewing adjunct faculty as an appendage, distinct from the entire organism, we might now be able to detect a venn intersect between adjunct faculty and college students. An overwhelming majority of those students have as their end game a job in the non-academic world. In that sense, the part-time professor and the student are both adjunct and share much in common.

Indeed, adjunct faculty might greet their classes this way: "Folks, just as you have, I come here from work in a REAL job outside the artificiality of the campus. I've wrestled with the realities of the unforgiving world while trying to make revenues exceed costs and generate so-called profit. I'm going to present subject material as a seasoned pro who makes a living not by theory but hands-on. I hope you see some added value in the practical perspective."

This view may not qualify here as diplomacy. Nonetheless, can we point to a list of overt actions by the colleges and universities to set forth and pursue an integrated team philosophy among the permanent and adjunct faculties? It costs very little in dollars to institute enlightened management that's inclusive, constructive and elevates morale. There is an expense, of course, in sharing power and granting trust. But, most faculty would readily accept that cost and perceive it as considerate behavior. Such perception would enhance personal bonding with the institution by all faculty. That bonding would release a level of voluntary giving by everyone affected that is beyond payment.

Fairness and generosity are a two way street. If you value improved civility and are willing to better our working life, Lynchburg is a good place to take an important step forward. In these two days, don't just talk the talk. Equity says—walk the walk.

Why do I risk giving offense with candor? Harvey Brooks, Harvard scholar, once observed that advances often come in a given field only after it has been invaded by practitioners from another field. Certainly, modern ships needed the design experience coming out of combat aircraft. Automobiles have gained markedly in recent years from electronics. Bio-medicine has benefited from control systems analysis, and finance from applied mathematics. Similarly, perhaps, education can profit from the constructive criticism of non-educator professionals with high expecta-

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CLASSROOM CORNER

Teaching Tips

Beginning a new class is exciting, even slightly unnerving, for seasoned veterans of the classroom; however, for new instructors, that first teaching assignment can bring on a case of stage fright. Getting off to a good start can make the difference between a great experience and a less than satisfactory teaching and learning experience. Master teachers recommend that if you over-prepare and organize, you should feel more confident in your first class.

Listed below is a summary of suggestions and reminders for both experienced and novice faculty.

BEFORE THE TERM BEGINS . . .

READ THE COLLEGE CATALOG AND THE FACULTY HANDBOOK to become familiar with policies, procedures, programs and people.

ATTEND ORIENTATION for new faculty.

GET ORGANIZED by selecting a notebook and a bookbag or briefcase for each course you are teaching to keep all materials in one place for each section.

OBTAIN OR WRITE COURSE OBJECTIVES AND DEVELOP A SYLLABUS with the input of the department chair. Include an outline of the course, evaluation methods to be used, what is required to pass and the grading criteria.

MEET WITH YOUR DEPARTMENT CHAIR OR PROGRAM COORDINATOR to plan your semester, to see how others have taught the course and what resource material is available for your use.

DO YOUR HOMEWORK by preparing complete lesson plans for the first three weeks.

PLANNING YOUR FIRST CLASS . . .

REMEMBER YOU ARE THE COLLEGE to these students. Try to answer questions and hear concerns and pass them on to your supervisor if you are unable to help.

BE EARLY and settled in the classroom before students arrive.

GET STUDENTS INVOLVED by finding out about who they are, why they are here and a little bit about them.

INTRODUCE YOURSELF and tell them something about yourself so that they will know you are a "real person" but also your accomplishments and experiences that contribute to your ability to facilitate the learning in the course.

BE ENTHUSIASTIC that they are here and that you want to help them to reach their educational and career goals.

MAKE EXPECTATIONS CLEAR by defining course goals and objectives and reminding them that you are there to help them learn, not to make them learn; distribute the syllabus and outline and require that they do something with the syllabus for homework.

STIMULATE INTEREST by doing a meaningful activity in the very first session.

KEEP THEM THE ENTIRE PERIOD so that you create a good first impression. Adult students want to get their money's worth.

BEFORE EACH CLASS . . .

EXAMINE YOUR APPEARANCE/PHYSICAL PRESENTATION to make sure you convey a professional image and an approachable personality.

PROMOTE ACTIVE versus PASSIVE LEARNING by including various activities that accommodate learning styles.

INTEGRATE current events and workplace applications to make the content relevant and extend the learning.

PREPARE A CHECKLIST of materials and props needed for each class such as books, handouts, test papers or homework papers, transparencies, videos and other tools of your trade.

PROVIDE FREQUENT EVALUATION using a variety of measures to include self, peer, and traditional tests.

PROVIDE FEEDBACK IN A TIMELY MANNER by returning graded papers promptly.

SEEK FEEDBACK from students as to how you are doing.

BE ON TIME AND START CLASS ON TIME from the beginning of the semester.

STICK TO YOUR BASIC OUTLINE or tell why you are going to veer from it and how you plan to get back on schedule.

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> *Getting off to a good start can make the difference between a great experience and a less than satisfactory teaching and learning experience.*

CLASSROOM CORNER

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WRITE YOUR OBJECTIVES AND FORMAT for the day's class on the board as students are entering the class.

CONDUCTING, COACHING, OR FACILITATING EACH CLASS:

"SAGE ON THE STAGE" OR "GUIDE ON THE SIDE?" Both styles are appropriate at various points in the course.

STRUCTURE TEAM ASSIGNMENTS to promote collaboration and reinforce the skills business and industry want in employees.

TEACH FOR THINKING, not just rote memorization. Provide opportunities for students to extend the learning, to draw conclusions, to make inferences, to predict cause and effect, and to compare and contrast.

DEVELOP METACOGNITIVE SKILLS by helping students practice awareness, assessment and management of their thinking and learning.

REVIEW the previous class or classes at the beginning of each session. Provide opportunities for questions and concerns.

PREVIEW what's going to happen in each session by going over your daily objectives that you write on the board and connect them to the course outline.

REVIEW/PREVIEW at the end of each class to bring the session to closure and give an overview of what's coming up next, including the homework assignment.

MAKE HOMEWORK ASSIGNMENTS CLEAR by writing them on the board, exactly what pages, which questions, how you want the work answered, on paper or in the book, etc.

USE HOMEWORK in the next class so that students learn homework is required for them to be able to participate.

UTILIZE AUDIOVISUALS such as transparencies, videos, charts and graphs, slides, and flipcharts in addition to the chalkboard.

WAIT FOR LISTENERS by stopping your lecture or presentation when students are engaged in private conversation.

ASK GOOD QUESTIONS AND WAIT FOR FEEDBACK. If none comes, call on a student by name.

GIVE POSITIVE REINFORCEMENT by concentrating on the positive elements rather than the negative ones.

LAST, BUT CERTAINLY NOT LEAST:

DEMONSTRATE YOU TRULY CARE FOR STUDENTS. We can use a "tough love" approach that says we care, but students still must follow procedures to complete our courses. We can be empathetic listeners, try to understand, and look for win/win outcomes. This does not mean that we are easy or pushovers. There is a fine balance, but it is attainable. Try to walk in "their moccasins" and remember that our adult students bring a lot of baggage with them to our college.

HAVE FUN!

Try to walk in "their moccasins" and remember that our adult students bring a lot of baggage with them to our college.

Thanks to Jane T. Rauton, Dean for Educational and Instructional Services, Piedmont Technical College.

Open Notes Testing

Allowing students to take a test on an open-notes basis may at first seem like an open-book exam, but the two systems are basically different. In the case of the open-book exams, many students will put too much faith in their access to the textbook at the expense of concept understanding, mastery of procedures and other objectives requiring prior study. With an open-notes system, the student must actively take the notes, select the material for the notebook, organize the material, and hopefully review their understanding of the material. In my tax classes students may put in anything other than photocopied materials. In some cases, I supply photocopies for their notebooks of formulas or rules too tedious for student rewrite, e.g. calculation of taxable social security income. My experience with open-notes tests is that students work harder on what they should be working on and learn more. I feel such exams are appropriate in courses with large amounts of technical content which is usually referenced in actual practice. Traditional closed-book exams can be used for material students should know more thoroughly.

Thanks to Jill Radcliffe, Accounting Instructor, IVY Tech State College, Bloomington, IN.

The Role of the Adjunct Faculty Member

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tions and time in the crucible. Business experts hold that the customer must always be first but don't jump to the conclusion that the student is our only customer. The student's "boss" is also our customer, whether that "boss" is a university or employment. So, the student's next step should be our guide. Unless our students can take their "next step" and perform satisfactorily, we have failed them and wasted the resources applied to their education.

If there is one latitude that accrues to a taxpayer supported institution it is the privilege of maintaining standards of excellence even as they decompose elsewhere. We should not worship at the altar of registration numbers. It is possible to serve the public in all of its diversity, lend a hand to those in need of special assistance and still require demonstrated performance before conferring any degree. Virginia, with its history of Jeffersonian thought, will support our erring on the side of achievement. Too many institutions today are reduced to peddling degrees. State supported facilities have a special opportunity to hold the line. The adjunct faculty can be a powerful force and an effective ally in helping maintain the standards of excellence that constitute our sacred trust. We adjuncts are an integral link to the taxpayers who are the actual customer. It makes sense to use that link to help meet the expectations of hard working Virginians. Build a superior institution and they will come!

How do our colleges attract and retain outstanding adjunct faculty when the pay is so poor? They do so by maintaining just as much excellence as necessary to produce pride of association. That pride comes from first, the honorable goal of helping all who seek self-improvement and second, simultaneous insistence on genuine performance from all faculty and all students. Graduates then emerge tempered, qualified and ready. That's why it's essential when determining productivity or classroom success, to take great care in measuring for quality of product. Surely, the performance ability of the college and the graduate must enter the equation; if that ability drops so does our collective achievement. College accountability does not stop at commencement.

That pride comes from first, the honorable goal of helping all who seek self-improvement and second, simultaneous insistence on genuine performance from all faculty and all students.

Finally, intangible rewards come to those who teach in the classroom. First, finely sandpapered fingertips don't callous over so we can still "feel the tumblers fall"—that's personal payoff. Second, there's a great sense of accomplishment because one gives in the classroom with generosity and faith. Faith in the transfer of knowledge and the human capacity for betterment. Third, we're challenged and kept humble facing student skepticism and fresh perspectives from searching minds. And last, we get to encourage others to lead a more rewarding life; here is the supreme return on investment that refills our inner wellsprings. Isn't that why we all enter the classroom in the first place?

Now, I hope you agree, the lighthouse is no threat, it's a guiding beacon into homeport and completion of a successful journey.

Dr. Skolnick has taught as an adjunct faculty member at several colleges and universities. He has written and presented extensively for colleges and universities, business associations, and the military. He is presently the sole proprietor of System Science Consultants, Arlington, Va.

INFO BITS

For our new subscribers, the mission statement and definition of adjunct/part-time as used for *Adjunct Info* are shown below.

Mission Statement-*Adjunct Info: A Journal for Managers of Adjunct and Part-Time Faculty* was founded to provide adjunct and part-time faculty managers with information and support in all areas of their endeavors and responsibilities. These areas include, but are not limited to: information concerning managerial skills and techniques, legal and organizational standards, faculty development, research, adult teaching and learning, management of part-time faculty, discussion of contemporary issues.

Adjunct or Part-Time?
Although there are historic traditional meanings attached to the words "adjunct" and "part-time" faculty, i.e. adjunct implies a continuing relationship with the institution (teaching or otherwise), and part-time is a specific assignment of a task (teaching or otherwise), in practice the terms are used differently in different institutions. For these reasons, the two terms are used interchangeably in *Adjunct Info*, both meaning a non-full time person given a professional assignment in a college, university, or school.

BIG IDEA — Update on Adjunct Faculty Handbooks, More Items to Include:

A warm welcome from the President, Academic Dean, and Teaching/Learning Coordinator (or whatever your title is); a clear statement of ethics (gifts or lunches from publishers, use of computers for personal business, etc.); instructions for getting computers and software for classes; copyright rules; a "good" map of the college (as opposed to a "bad" one?); pictures of key administrators (does that include you and I?); samples of several excellent syllabi; for academic policies that should be on each syllabus, examples from current syllabi that illustrate the policy in concrete form; short descriptions of why faculty use different types of tests (advantages and disadvantages of essay-style, group testing, "objective tests," etc.); a listing of periodicals on teaching and learning that are available, and their location; a listing of people resources to help with learning/teaching issues, with their phone numbers; how to report an accident or injury; a listing of full-time faculty, by academic area; policy on use of college vehicles; pay dates; instruction on how to use the telephone system; information regarding where to send students for help with academic counseling questions; a feedback form asking for ideas for improvement (*note:* this is an especially important idea for all of us who preach classroom assessment and continuous improvement); a page (easy to tear out) for questions, addressed to the faculty development coordinator; lastly, one person made probably the most practical suggestion of all, include the date of publication of the handbook on the cover—that way, everyone can easily tell if they are working from the latest version.

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ADJUNCT INFO
A Journal For Managers of Adjunct and Part-Time Faculty

VOLUME 4 NUMBER 3 Spring, 1996

Benefits on a budget: Addressing adjunct needs

by Marlene Cohen

"Adjunct" means "something added but not essentially a part of it," if you ask Webster. But almost one-third of my community college's adjunct faculty have been teaching ten years or more, and in some community colleges 50% of the class sections are taught by adjuncts. They seem anything but adjunct.

So it seems essential that community colleges attend to efforts that help good, dependable adjunct instructors feel like staying on. If wonderful salaries are not possible, can there be other rewards worth offering?

At Prince George's Community College (PGCC), MD, an adjunct faculty professional development study was launched in 1989 using surveys (149 respondents) and focus groups (37 participants) of adjunct faculty. It is those results, the resulting college efforts, and the 1996 updated picture that I wish to share.

The 1989 research showed some important benefits that the college was already providing. The factors which ranked as having the most importance to adjuncts' decision to teach at PGCC were: 1) personal satisfaction, and 2) acquiring teaching experience for career purposes. Adjunct faculty identified as most important the following existing services: guidance from chairperson or coordinator, duplicating availability, support and/or contact with full-time faculty and staff, knowledge of resources available to students, acceptance as a faculty colleague, access to parking facilities, and clerical support.

Yet the following items were considered to be ineffectively handled by the college by at least one-fifth of respondents: assistance with improving teaching, acknowledgment and recognition, office space, and getting sufficient knowledge of resources available to students.

Focus group discussions emphasized the desire of adjunct faculty for a greater sense of belonging; they valued being invited to departmental workshops and planning sessions, even if they could not frequently attend. There was an accompanying strong sentiment for wanting more recognition. "What's your title after seventeen years? TBA!," said one instructor.

Changes were instituted in 1990-91 following the research: 1) build pay scale increases based on longevity at PGCC, including Continuing Education instruction; 2) include in the college catalog the names and appropriate educational titles of adjunct instructors who have taught 24 or more hours at our institution; 3) uniformly use the title "adjunct" not "part-time;" 4) hold new faculty orientation sessions each semester; 5) offer more faculty workshops; 6) create an adjunct faculty handbook; and 7) honor a nominated and selected outstanding adjunct faculty member at the annual honors convocation.

Subsequently, the college-wide Marketing Council has provided a Syllabi Stuffer page attached to every student's copy of every instructor's syllabi at the start of each semester, highlighting college deadlines and services. They also produced a "Quick-Find Directory" of services provided on campus, distributed to all employees.

Currently, there is a shift of effort to division and department levels where deans and chairs are providing training, handbooks, and calendars of college-wide and department-specific services and procedures, directed to all faculty, not adjunct alone. Inclusion seems to be the watchword. One division's newsletter highlights who's among all faculty, including adjunct; another department's adjunct faculty are actively involved in curriculum change.

In a 1996 survey, adjunct faculty described their appreciation of being informed and included, though, of course, better pay would be appealing. Many said they were delighted to have access to a desk, a phone, sometimes a computer. They favored scheduling decisions that reward seniority, requesting a minimal level of job security, like a two-year contract. They want a deeper look into health benefits, sick days, retirement, and deferred payment systems.

Yet, one adjunct responding has served PGCC 44 semesters; his reward is "no reward except the satisfaction of teaching." Our experiences are a lesson that his commitment *can be rewarded* in creative ways that don't break the bank.

Marlene Cohen is Associate Professor, Speech Communication & Theatre; Coordinator, Collegwide Marketing, Office of Advancement & Planning; Prince George's Community College, MD.

EDITORIAL
Selecting Part-Time Faculty

It is generally agreed that one of the most important functions in the management of adjunct/part-time faculty is the very first encountered—their selection. Although most colleges and universities have well documented and legalized faculty hiring practices for full time faculty, few have exercised the same thoroughness with part-time hires (even though institutional implications may be as relevant). Al Smith, in his recent article on evaluation in *Adjunct Info*, pointed out that the most important step in good evaluation is good selection of adjunct faculty. Since managers of adjuncts have many responsibilities other than selection, how can good selection thus be assured?

> *Since managers of adjuncts have many responsibilities other than selection, how can good selection thus be assured?*

In order to answer this question, I polled several individuals who feel that they have successful selection processes. Although this is not a formal scientific study, some interesting responses were obtained.

The survey participants were asked to respond to seven questions:

1. Who has the final responsibility for faculty selection?
2. Is the academic discipline involved?
3. Who is responsible for completion of credentials?
4. How long is the typical interview?
5. Is a teaching audition or video used?
6. Do you use a search committee?
7. In the best of worlds, how would you improve the process?

The results indicated a degree of agreement in some areas and varied responses in others.

There was unanimous agreement on the final responsibility for hiring and the involvement of the academic discipline. All respondents indicated that in fact the division head/dean or department chair had such responsibility, and indeed the academic discipline was involved in the selection.
The responsibility for credentials however, showed differences. Almost half of the respondents indicated that a central/part-time/evening or personnel office was responsible to assure completion of credentials while the other half indicated that the academic dean or chair held that responsibility.

The length of interview also showed considerable variation. A majority responded that approximately an hour was used for the interview, although a few responses indicated that up to one-half day was taken. The latter responses were tied directly to the next question—Is an audition or sample video used in the selection process? Obviously if this is the case, a longer interview is required. The responses were as expected; about one-half responded that such an activity was used.

Unanimity returned again concerning the use of a search committee, only this time it was negative. None of the respondents assembled a formal search committee for part-time faculty selection.

Probably the most interesting question, "How would you improve the system?," provided several suggestions that appear to have merit. First, several institutions indicated that they were relatively comfortable that their system was working well. There were suggestions, however, that the first term or year of the teaching assignment be considered as part of the selection process with a very strong mentoring program in place. Other suggestions included that up-front training be conducted with the potential instructor prior to being given a classroom or lab assignment especially in specialized areas and technologies, and the provision to *all* part-time instructors of information concerning the basics of classroom deportment, communication, questioning, strategies, techniques and planning. Finally, one respondent indicated that with the use of a simple computer data base, a community data file (containing only address, phone and special or academic interests) could be compiled from citizens interested in teaching. It could then be accessed when openings or special needs arise. It appears that this could be a gold mine for non-credit managers. Finally, an up-to-date interview checklist was deemed necessary. *(See Big Idea-back page, Parsons et. al.)*

I hope that you got an idea or some reinforcement from this brief editorial overview. We will continue to address other high priority topics in this format in the future. I encourage your input. In the next issue we will address orientation of part-time faculty.

Don Greive
Editor

Strategies for Inclusion of Adjunct Faculty

by Helen M. Burnstad
with assistance from Joe Gadberry

Introduction

Dr. Al Smith, writing in the Fall 1995 *Adjunct Info*, established the need for evaluation of adjunct faculty and discussed various principles for chairs to consider: hire good people, establish a comprehensive evaluation plan, prepare and use a handbook, and establish a system of rewards. I believe there are a number of actions that should be taken before the development of an adjunct faculty evaluation system. Yes, such a system is necessary. And yes, we need adjunct faculty handbooks, but what else can/should we do to move our adjunct faculty into the college community? How do we include them instead of treating them as the "invisible faculty" or "strangers in their own lands?"

In the same issue, Dr. Bernadette Black from Virginia shared the results from a gathering of academic administrators during which they considered practices with adjunct faculty. Now for your consideration, I offer the following simple and workable strategies for including and developing adjunct faculty which are being used successfully in various schools.

Inclusion Strategies

Surveys

1. First, survey the current climate of your institution regarding adjunct faculty. Determine your statistics — how many adjuncts do you use across the institution? What percentage of your credit hours are generated by adjunct faculty? What systems do you currently have in place for working with adjunct faculty? Who hires them? Who mentors and/or supervises them? Are they included currently in activities on campus? What is the attitude of the full-time faculty toward adjunct faculty?

2. Survey your adjunct faculty regarding their needs/wants from the institution. We've seen much written in the literature about the various kinds of adjuncts - from the "freeway flyers" to the executive of the major corporation who chooses to "volunteer" his/her services as a teacher for us. Each adjunct's desires are different; do you know what yours want? Survey the adjuncts' attitude about the college, their supervisors, full-time colleagues, and work environment.

The results of both of these surveys should be used to plan your system. The adjunct faculty findings should be summarized and fed back to them. Be willing to respond to the issues raised both in terms of what the institution will do and what it cannot do to meet the indicated wants and needs.

Clarify Your Purposes for Hiring Adjunct Faculty

3. As an institution, spend some time clarifying your policy statement or mission for hiring adjunct faculty. Your hiring authorities should discuss and analyze the reasons they hire adjunct faculty. And, "to fill slots" and "for warm bodies in front of students" is not enough! Dig for the decisions you make regarding adjuncts—they provide flexibility in offerings, times, and locations that full-time faculty do not; they bring areas of expertise you do not have with your full-time faculty, and they offer a means of diversifying your faculty; and their "real world" experience, etc. Such a statement can be used to focus the perceptions of adjuncts as very skilled and knowledgeable contributors to quality education at your institution.

Handbook and Orientation

4. Examine the content of both your adjunct faculty handbook and your orientation. There is unanimous agreement that you owe both to your adjunct instructors, but what do you really tell them? Do you provide them enough information so they know the institution's policies and procedures? Do they have the necessary information to answer student questions about counseling, accommodations under ADA, parking, bookstore policies, etc. We have an ethical obligation to be sure that our adjunct faculty understand the laws governing their behavior, too.

Examine the content of both your adjunct faculty handbook and your orientation. There is unanimous agreement that you owe both to your adjunct instructors, but what do you really tell them?

5. Prepare and deliver a quality orientation for adjunct instructors. They should have an opportunity to meet with their immediate supervisor and other adjunct faculty in the same department or division. They should, hopefully, have a chance to interact with full-time faculty teaching the same course(s). Orientations take on different forms as you examine what schools do. For example: Johnson County Community College in Overland Park, KS invites all new adjunct instructors to an orientation dinner held the Thursday evening before classes begin each semester. Adjuncts have dinner with their immediate supervisors or a representative from the department followed by a greeting and overview from the Dean of Instruction. They are provided a comprehensive packet of information about the college with a few items highlighted by the Director of Staff Development. Faculty handbooks are provided for the adjunct faculty prior to the orientation. Following the dinner they meet with their department chairs and returning adjuncts to

Continued page 4

Strategies for Inclusion

Continued from page 3

prepare for the semester. Departmental meetings deal with "nitty gritty" answers to the questions adjuncts may have regarding textbooks, syllabus preparation, and readiness for the first class. The whole orientation is very upbeat and encouraging for them. Following the formal orientation, the adjuncts meet with their discipline specialists to discuss course outlines, objectives, testing, and other curriculum issues. A Safety Training session is also held for all new adjuncts who teach science laboratories, prior to the beginning of classes. This is required of all new adjuncts and full-time instructors.

Training for adjunct faculty on teaching skills takes various forms as well but is a vital part of your whole program for supporting adjunct faculty.

Butler County Community College in El Dorado, KS offers a very different type of orientation in that they have to address the needs of adjunct faculty in some 27 sites throughout their service area. They hold their orientation one evening the week before classes start. The orientation is three hours long and is designed to model a three hour evening class. The adjunct faculty gather for lectures on institutional procedures; work in small groups; do cooperative learning; enjoy "ice breaking" and "get acquainted" strategies; and discuss strategies for effectiveness in the classroom. They experience Classroom Assessment Techniques as well. They receive a handbook, a teaching strategies booklet, their peer collaboration assignment, and an introduction to Butler's Adjunct Certification program.

Training

6. Training for adjunct faculty on teaching skills takes various forms as well but is a vital part of your whole program for supporting adjunct faculty. Ideas include:

a. "Let's Talk Teaching" sessions which are one hour in length offered at times when adjunct faculty are available to participate i.e. late afternoon, evenings, Saturdays. These sessions are facilitated by full-time faculty and address such topics as "Dealing with Underprepared Students," "Writing Effective Test Questions," "Using Humor in Your Classroom," and a host of other topics of interest to adjunct faculty.

b. CTL Saturday Conference—this program is a traditional conference format but held on a Saturday morning for adjunct faculty. It includes a short keynote address usually following a theme and then break-off training sessions on such topics as classroom assessment, cooperative learning, critical thinking, writing an effective syllabus, testing and ADA.

c. A conference held during the week to which adjunct faculty and full-time faculty are invited. The topics may be longer, i.e., half day sessions instead of one hour sessions. This format provides for more learning time.

d. Invite adjunct faculty to participate in your "Teaching in the Community College" class. Such a class offers a great opportunity for full- and part-time faculty to learn about teaching and learning together.

e. Invite adjunct faculty to your Master Teachers Workshop. Or offer them the opportunity to attend a workshop held elsewhere. These are wonderful ways for adjuncts to explore the "magic" of teaching.

Certification Programs

7. A growing number of schools are developing certification programs for adjunct faculty. The program includes a variety of requirements but the following requirements were instituted at Butler County Community College, KS and Tompkins Cortland Community College, NY.

Adjunct faculty must apply for enrollment to the program or declare they are interested in participating. (The programs are voluntary, designed to offer incentives for adjunct faculty to learn more about the college and its culture, teaching in the community college and to capitalize on the very real pride citizens feel and experience in being adjunct faculty at their local community college.)

Requirements:

Participate in adjunct faculty orientation.
Attend the orientation to technology program.
Attend 10 hours of workshops presented by the Center for Teaching and Learning.
Work with an assigned mentor for a semester.
Prepare a teaching portfolio which includes your syllabus, sample tests, artifacts from students, and teaching evaluations.
Prepare an analysis of your student evaluations identifying improvement goals for the future.

The program takes a minimum of one year to complete. At the end, the participant is certified and receives either a one-time only stipend or an increase in salary, depending on the school.

Many of the eligible adjuncts have participated and completed the certification requirements at both schools. Adjunct faculty have expressed their satisfaction with the certification program. Both schools report high levels of commitment to the continuation of the programs since they believe the program has resulted in higher morale, better motivation, and improved classroom delivery on the part of the adjuncts who have completed the program.

Involvement of adjuncts in the department and institution.

8. Methods of involving adjunct faculty in departmental activities:

a. Invite all adjunct faculty to departmental meetings. Many, of course, will be unable to attend because they are employed full-time elsewhere. However, if that is the case, be sure to provide access to the minutes of the meetings.
b. Invite adjunct faculty to participate in textbook selection processes.
c. Include adjunct faculty in curriculum development which can be done at various times to accommodate their schedules, too.
d. Hold appreciation days for adjunct faculty. This idea has offered a wonderful way of involving full-time faculty with adjunct faculty in a social type of interaction.
e. Make available to adjunct faculty staff development opportunities offered at your school. These may include non-credit courses, credit courses, travel support, support for conference presentations, and specialized training.
f. Involve full-time faculty in a mentor program for adjunct faculty.
g. Invite adjunct faculty to participate in all in-service activities. Also invite them and their families to the All Staff Picnic or other campus-wide social events.

9. Methods for involving adjunct faculty in institutional activities:

a. The Dean of Instruction has an adjunct faculty advisory committee which meets monthly to discuss issues pertinent to the worklife of the adjunct member and to offer solutions to the system issues or inclusion issues.
b. Include adjunct faculty representatives on major committees such as your staff development council or your wellness committee.
c. Conduct a periodic needs assessment with your adjunct faculty. Talk to them, find out what they feel, want and need in order to deliver excellent learning experiences for your students.

Recognition

10. Recognize and reward your adjunct faculty. If resources are available, pay the adjunct faculty for attending required meetings such as accreditation meetings, curriculum development, textbook selection, and Dean's Adjunct Advisory Council meetings. Some schools present outstanding teaching awards to adjunct faculty by program area or department or division. Others recognize an outstanding adjunct faculty member along with recognizing outstanding full-time employees. Still others have student-given awards which can go to either full- or part-time faculty.

Adjunct Faculty Support

11. Implement an Instructor Facilitator for Adjunct Instructors. The Instructor Facilitator for the adjunct faculty is a full-time faculty member who receives five to six hours of reassigned time to help the Department Chair/Administrative Officer work with the adjunct faculty. Responsibilities of the Instructor Facilitator include:

- coordinate the department's orientation and in-service activities for adjunct instructors.
- provide assistance with staffing fall, spring, and summer schedules.
- provide initial screening of adjunct applications.
- assist in the interview process of applicants for part-time teaching positions.
- provide assistance with adjunct classroom observations and follow-up visits.
- provide assistance with routine facilitation of adjunct responsibilities.
- assist with recognition of adjunct faculty.

Having a system to support your adjunct faculty needs to be in place as well as an evaluation system. A caution is in order - do not develop a more comprehensive system for adjunct faculty support than you have for full-time faculty support. Involve your full-time faculty in creating a supportive climate for adjuncts. Adjunct instructors are here to stay in community colleges. Our students will be taught by them—at least during a portion of their educational experience. We stand for quality! Let's ensure that our students receive a quality learning experience!

Having a system to support your adjunct faculty needs to be in place as well as an evaluation system.

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Visitations
Butler County Community College, El Dorado, KS
Tompkins Cortland Community College, Dryden, NY
and 61 other schools in 22 states!

Helen Burnstad is the Director of Staff Development at Johnson County Community College in Overland Park, KS.

CLASSROOM CORNER

DAY ONE

As the commercial for Head & Shoulders declares, "You never get a chance to make a second, first impression." This is true with your first day of class. An exercise that I have used on the first day of class for over twenty years accomplishes two important functions:

1) it breaks the ice when calling the roll, and

2) it provides some insights into how each student perceives him/herself.

After passing out the syllabi for the course, I give everyone a 3x5 index card. On the lined side, the usual information is asked: work hours, major, phone number, etc. Then I have students turn the card over and print their last names down the middle of the card like the example.

o		+
chubby	C	chocolate
hard-hearted	H	hearty
arts & crafts	A	antiques
nature	N	nuts
circus	C	chance, games of
ego	E	energetic

On the right side of your name, you write items that you like or personal characteristics that you feel you have that are positive. On the left side, you list items you don't like or negative traits about yourself. The key is you use the letters of your last name. It is not a values qualification exercise, but one to use as an introductory activity to find out about your students in a structured, informed way.

It is amazing how useful those cards have been over the years. When students write for letters of recommendation after several years and your recognition is only fuzzy, the cards can be very useful. Try it, it has worked for me over the past 20 years.

When students write for letters of recommendation after several years and your recognition is only fuzzy, the cards can be very useful.

Thanks to Larry Chance, Ph.D., Associate Professor, Wright State University

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Teaching Study Skills Can Make the Difference Between Success and Failure

by Sheri E. Bidwell

The problem: Most students enter college with inadequate study skills. Most have never been formally taught how to study or take tests. Many admit that they have learned about study strategies on a trial-and-error basis.

In addition, college and university faculty generally assume that students enter their classrooms with study skills that are sufficient for them to attain mastery of the course material. Most faculty attribute some students' success, and others' failure, to ability, interest in the subject, and persistence—not to lack of study skills. However, teachers who assess the depth and breadth of their students' abilities to study and take tests find that most of them lack the skills necessary to maximize their effectiveness in college.

The solution: Teachers who take a small amount of classroom time to help students expand their repertoire of study skills are helping them to succeed in college. It is suggested that for the first few weeks of the term, faculty spend the last 5-10 minutes of each class session providing instruction about study skills. They may also want to take advantage of the "teachable moments" that occur before and after tests to review important concepts. In addition, some students may benefit from individual instruction either during office hours or through take-home materials. Possible topics include:

Suggestions for reading the textbook, i.e., understanding the purpose of and getting the most from chapter introductions and summaries, definitions, subheadings, bold-faced wording.

Options for taking notes, i.e., understanding how lectures are organized, ways to organize ideas, notebook formats, using abbreviations, summarizing concepts, reviewing notes after class to "fill in the blanks."

Developing study habits and strategies, i.e., where to study; avoiding distractions; scheduling study time (and relaxation time); study strategies such as **SQ4R**; when to study alone, with a partner, or in a group.

Test-taking strategies, i.e., reducing test anxiety; taking multiple choice, short answer, essay, and true-false tests.

By investing a short amount of time teaching students to study and take tests, students may experience more successes, and faculty may spend less time re-teaching what could have been learned the first time.

For further information about written study skills resources for faculty and/or students, contact Sheri E. Bidwell, Educational Consultant, at 614/475-1503 (phone or fax); 4489 Big Walnutview Drive, Gahanna, Ohio 43230

CLASSROOM CORNER

PEER TESTING:
An Alternative Evaluation Technique

Major tests often cause major anxiety. Could there be a technique which could use the anxiety of a testing experience and turn it into a significant learning experience? There is such a technique and it is called peer testing.

How does it work?

I have developed the following steps with peer testing via many years of university teaching. These steps will be shared, but each professor should feel free to vary these steps according to need.

1. First, use this technique for only approximately one third of the points during any grading period. Use traditional assessment for the remainder of the grading period points.
2. Next, during the classroom meeting just prior to the test period conduct a random drawing for a peer testing partner. Any student absent from this period who did not inform the instructor ahead of time will not have a peer partner unless another student also misses the review period.
3. The random partners will take the test separately, then they can discuss the test and fill out their final answer sheet together.
4. If the partners agree on an answer for all of the questions then they simply hand in the answer sheet. If the partners disagree on the answer for a specific question then they can "agree to disagree" by drawing a line through the choices on the answer sheet and, in the upper right hand corner, indicate *#1. Smith A, Jones C.* Students are allowed to disagree on as many items as they choose.
5. During the time when the students can discuss the answers with their partners they must interact quietly so each student benefits only from their partner.

What are the benefits and shortcomings?

Students are assigned partners, and peer pressure causes most students to prepare properly for the test. During the test itself the interchange is intense because each decision converts directly to a point on each student's grade. Further, having an assigned partner should decrease debilitating test anxiety for students prone to this problem. It is interesting to note that students who draw a stronger random partner do not tend to do better on their overall course grade. If the stronger student raised the test score of the weaker student, that weaker student will tend to gravitate downward with poor quality performances on other tests and assignments.

Students are assigned partners, and peer pressure causes most students to prepare properly for the test.

SUMMARY

The peer testing technique offers an alternative evaluation strategy which can decrease test anxiety, use peer pressure in a positive way, and offer the students a novel approach to test taking. If used for only about one third of the points in any one grading period, weaker students will not tend to "piggyback" on the efforts of stronger students. Remember, the pairings must be random so no weaker student can purposely select a stronger student.

Finally, if you use a retake alternative in your evaluation procedures, this peer testing idea can be used as an alternative to the test retake option.

Thanks to William Brown, Ph.D., Professor of Education, Wright State University

INFO BITS

The part-time faculty interview list shown in **"Big Idea"** on page eight is a two-part process and the result of several years of testing and revision. "The real value of the instrument is that we have a record of discussion with all part-time faculty in case any disagreements arise. Further, the part-time faculty member is provided with the opportunity to raise any questions that relate to any issue on either list." We are indebted to Michael Parsons, Dean of Instruction at Hagerstown Junior College, and his staff for this list.

BIG IDEA — Part-time faculty interview checklist, Hagerstown Junior College

Part 1: During the interview with the division chairperson:

___ Receive college catalog and Part-Time Faculty Handbook

___ Review location of the following:

- ___ classroom(s)
- ___ conference areas
- ___ emergency phone
- ___ Cafeteria
- ___ Library
- ___ audiovisual equipment/materials
- ___ Learning Resources Center
- ___ Teaching-Learning Center
- ___ Reprographics/Faculty Secretaries
- ___ Bookstore *(parking sticker/textbook(s)*)*

**Order from publisher if time permits*

___ Discuss procedure for receiving mail from the college
Is a mailbox requested? ___ yes ___ no

___ Discuss beginning and ending dates of class(es)

___ Discuss Honor Code

___ Discuss class roster(s) **

___ Discuss final examination requirement/schedule **

___ Discuss mid-term deficiencies/final grades **

___ Discuss course syllabus

___ Discuss teaching evaluation

___ Discuss salary: Set at $________/credit; *minimum enrollment of ___ for full pay; ___ will or ___ will not accept partial pay for ___ min. enrollment*

Instructor Signature ______________ *Date* ______________

Division Chairperson Signature ______________ *Date* ______________

Part 2: During the meeting with the Dean of Instruction:

___ Review syllabus, evaluation, salary, Part-Time Faculty Handbook

___ Complete I-9 form
*(**Must** be done within three days of start date)*

___ Complete a W-4 form

___ Make arrangements to get a Staff I.D. Card

___ Have official transcript(s) sent to Dean of Instruction

Instructor Signature ______________ *Date* ______________

Dean of Instruction Signature ______________ *Date* ______________

***Discuss importance of READING memos & returning printouts ON TIME—Call if it's a problem meeting a deadline*

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ADJUNCT INFO

A Journal For Managers
of Adjunct and
Part-Time Faculty

VOLUME 4 NUMBER 4 Summer, 1996

COMPREHENSIVE ORIENTATION LEADS TO QUALITY ACADEMIC PROGRAM

by Richard France

Without question, the percentage of instruction at both two and four-year colleges and universities being taught by part-time faculty continues to increase. The latest statistics available from the American Association of Community Colleges (AACC) report that in 1993 part-time faculty comprised 65 percent of all faculty at the community college.

At Cuyahoga Community College in Cleveland, Ohio, approximately 900 part-time faculty are employed each term at its three campus locations and numerous off-campus sites. Of this number, there is an average of 50 new part-time faculty each academic term. Therefore, with such a significant number of part-time faculty, the teaching performance of part-time faculty clearly affects the overall quality of the college's academic programs. As a result of the significant number of part-time faculty at the college, it is necessary to develop, implement and maintain a comprehensive faculty development program including orientation to improve the integration of part-time faculty into the college in two specific areas: their knowledge of the College's mission, procedures and support services; and their teaching expertise and commitment.

Part-time faculty are employees and need to know about the institution for which they work, including an introduction to the college's history and organization. They need to be knowledgeable about procedures regarding employment and academic affairs, and they need to have knowledge of various support services available to them in support of their teaching. In addition to a general orientation as academic employees, part-time faculty also need to develop their effectiveness as teachers, for although a number come to the College with teaching backgrounds, few come totally prepared to teach non-traditional, adult students in an urban multi-campus community college. There are a number of skills and abilities which the successful faculty member must have to be successful in the classroom. Lists of these skills vary, but the various compilations commonly include the following. There needs to be an understanding of the non-traditional student. The syllabus needs to be developed and used. Classroom presentation abilities include organization, delivery, enhancing student participation, and effective use of questions. Alternative classroom strategies need to be available. Attendance and learning problems need to be addressed, and evaluation needs to be effective. In addition to skill development, part-time faculty need to feel that they are a valuable part of the institution. Organization and development serve to enhance team spirit and a commitment to the institution and its goals.

Printed materials are a conventional but an effective way of providing part-time faculty with orientation information. We now distribute (1) the College's ***The Part-Time Faculty Handbook*** which contains a section on teaching tips and techniques; (2) the college-wide part-time faculty newsletter, Tri-Scene, which contains general information and teaching suggestions, as well as procedural information; (3) periodic print handouts describing classroom management methods; and (4) reference materials on the faculty development program series. In addition, the part-time offices distribute college-wide mailings and brochures on instructional development issues and events. Together, these print materials provide a valuable reference for part-time faculty seeking to improve the quality of their teaching and classroom management.

At Cuyahoga Community College video-technology is utilized as a method of part-time faculty orientation. Currently, each campus Evening-Weekend Program has produced a videotape which is used each quarter

Continued on page .

Richard France is Associate Dean, Evening and Weekend Services, Cuyahoga Community College, Western Campus, Cleveland, Ohio.

EDITORIAL

A New Beginning

One of the greatest impacts upon higher education during the past decade has been the increased use of adjunct faculty.

While we attempt to remain fiscally responsible by utilizing adjunct faculty, it presents all institutions of higher education with the challenge of ensuring quality instruction. We must give additional attention to the management and development of teaching skills for adjunct faculty.

Realizing that similar challenges face all institutions of higher education, Lorain County Community College is embarking upon the creation of a center for adjunct faculty development. This center will provide quality programs, publication, and support for adjunct faculty management and development on a national basis. Serving as a quality base core of products for the center are the very successful programs and publications authored by Dr. Donald Greive and presently being marketed by Info-Tec, Inc. of Cleveland.

Realizing that similar challenges face all institutions of higher education, Lorain County Community College is embarking upon the creation of a center for adjunct faculty development.

Dr. Greive will be providing LCCC with his expertise in the area of adjunct faculty development during the next two years as we bring this new center into operation and assume the Info-Tec line of products and programs. With LCCC as the sponsor, it will be possible to expand these support materials and services to include future production of videos, regional and national conferences, and the publication of research in this area.

This expansion will provide managers of adjunct faculty a vehicle for presentations, publications and involvement in other activities of the center. It will also provide an inexpensive vehicle to share the word on the successful programs and activities you are presently providing for your adjunct faculty.

LCCC promises the same high-quality of publications and programs that have been established and presented by Dr. Greive and Info-Tec. I would like to thank him for providing LCCC with the base to begin developing the center for adjunct faculty development.

I encourage you to submit ideas and research for publication, presentations or program development.
Write to:

LCCC, Info-Tec Department
1005 North Abbe Road
Elyria, OH 44035

Roy A. Church
President
Lorain County Community College

Comprehensive Orientation Leads to Quality Academic Program

Continued from page 1

as part of the orientation activities. Topics include orientation to the campus and its personnel, available support services, employment procedures and basic academic information. The orientation videos have proved to be useful aids for general orientation. However, they do not deal with the skills of teaching. To meet this second need, we are in the process of developing an orientation video to introduce the faculty member to teaching at the college level. It concentrates on practical instructional skills for effective community college teaching. It presents a variety of options for classroom presentation and management, and is based on the experience of the College's master teachers. Each part-time faculty member will receive a copy of the videotape for home study.

At Cuyahoga Community College we provide clear incentives for participation in the orientation process, along with college-wide availability at convenient times resulting in a high level of attendance by part-time faculty.

In summary, through a variety of approaches, we build a more committed, more qualified and more knowledgeable part-time faculty to better serve students at Cuyahoga Community College.

LIABILITY AND SCOPE OF EMPLOYMENT

by Michael D. Sermersheim

***Editors Note:** Legal processes such as those discussed in this article will vary from state to state. Thus it is impossible to present a generic discussion that will apply to all. The purpose of this article (taken from a workshop presentation by the author) is to present a context of possible issues that may arise through the employment of part-time/adjunct faculty. Readers are cautioned to check with legal counsel in their state of residence concerning specifics.*

Employers are generally liable for their employees' torts (actions that cause harm to others). Colleges and universities were not always liable for the torts of their employees. Under a legal doctrine called ***sovereign immunity,*** the state could not be sued for acts of its employees. However, the state of Ohio waived sovereign immunity in 1974.

Over the next several years, the Ohio Legislature provided for more protection to state employees. It adopted legislation allowing colleges and universities to buy insurance. Also, the Legislature provided for an immunity to state employees. Simply stated, this immunity prevented faculty and staff from being sued.

As an illustration of Ohio's immunity law, consider a hypothetical incident involving an adjunct faculty professional embarking on a field trip with several students. Perhaps the field trip entailed a trip to a remote location to observe wildlife. A student is injured on the field trip and sues the adjunct faculty professional, alleging negligence on the part of the adjunct faculty member. Under the concept of immunity, the respective college or university employer would file appropriate motions to dismiss the lawsuit against the adjunct. Named instead would be the college or university. [If you have access to Ohio's Revised Code, se sections 9.86 and 2744.03(A)(6)].

Under Ohio law, colleges and universities can also indemnify adjunct faculty. This means that the college or university may pay, or buy insurance to pay, any judgements against the adjunct faculty where immunity did not apply. Immunity may not apply in a federal court or another state's court.

Although private colleges and universities cannot provide immunity for their employees, many provide indemnity. They also provide and pay, as part of the indemnity, costs of defense. This includes attorneys fees.

There are some exceptions to the concept of immunity and indemnity. Public and private colleges and universities, generally speaking, do not provide any relief for criminal defense or payment of criminal penalties. For example, the college may pay the defense of and judgement against an adjunct involved in an automobile accident on a field trip. However, the college will not provide defense counsel or pay fines arising out of any traffic citations against the adjunct faculty.

There is a major exception to the concepts of immunity and indemnity. The adjunct faculty professional must be acting within his or her scope of employment. Actions outside employment are not covered by employer. Certainly, no one would reasonable expect an employer to provide defense and pay any judgements for torts they caused while on vacation or when they are away from work. Indeed, most individuals have their own insurance to cover these situations. Stated otherwise, the college indemnifies adjunct faculty when they are working for the college.

The term "scope of employment" is not a new legal concept. It has been used for many years in the field of workers' compensation. For example, if you are injured ***on the job,*** your medical expenses are covered by workers' compensation. A very careful and thorough determination is made about whether the individual was injured during the course and scope of employment. Under the legal theory ***respondeat superior,*** the employer is liable for the torts of an employee who acted in the scope of his or her employment.

The adjunct faculty professional must be acting within his or her scope of employment.

Ohio law provides for the immunity, indemnity and defense of an adjunct faculty except: where the actions were manifestly outside the scope of employment or official responsibilities, or where the adjunct faculty acted with malicious purpose, in bad faith, or in a wanton or reckless manner. [Once again, please refer to Ohio Revised Code 889.86 and 2744.03].

Malicious purpose, bad faith, or wanton and reckless behavior should be evident to most individuals. Anyone acting with a malicious purpose or in bad faith should not expect any employer to provide any legal protection. Intentionally awarding or changing a grade to something lower than a student earned, out of malice, may be an exception to the indemnity protection allowed by law or your college or university insurance policy.

Scope of employment may not be quite as clear to some individuals. Ohio sought to provide mor clarity on the issue when it provided legal protection to employees except when they are acting manifestly outside the scope of employment. The term "manifestly" signifies that the adjunct must have completely

Continued on page 4

Liability and Scope of Employment

Continued from page 3

abandoned his or her teaching or other responsibilities. If there is a doubt as to whether the adjunct faculty is acting in or out of the scope of employment, the doubt should be resolved in favor of the adjunct faculty member.

Scope of employment is generally made by the employer, in connection with another. Under Ohio law, the Attorney General must provide for a factual determination about whether an individual was acting within the scope of employment as a condition to a public college or university providing legal defense and indemnity. This also applies to the immunity protection for employees of these institutions [refer to Ohio Revised Code 109.362]. Private institutions provide for this scope of employment review in conjunction with the insurance carrier providing coverage. For the particulars of your institution, consult your institution's legal counsel or risk manager.

Another thorny problem for some individuals is their proclivity for assuming they have contract signature authority.

Adjunct faculty should reasonably presume that they are acting within the scope of their employment when lecturing in the classroom, monitoring a class or lab, meeting with students to assist with their course work or answer questions, meeting with other faculty or department chairs of administrators on college or university business. However, there may be situations where these circumstances depart from the normal situation.

An adjunct faculty who sexually harasses a student in class may be, arguably, acting outside the scope of his or her employment. You should consult your institutions sex harassment policy for review of the requirements in the policy.

Field trips can be excellent enhancements to course curriculum. However, there may arise a question as to whether the field trip was within the scope of employment. Many institutions require permission to take a class on a field trip. You should consult your institution's field trip policy, or ask your department chair, before taking any action. I submit that the better procedures require some written request and approval. Failure to obtain approval may not necessarily cause you to be acting outside the scope of your employment. However, why would you want to take any risk regarding a field trip? You may want to make careful plans, discuss the trip with your department chair, legal counsel and risk manager, in addition to merely obtaining approval for the trip. Some institutions offer limited field trip insurance at no charge to the students.

Assume you are taking a group of students on an approved field trip. You consume enough beer to be presumed driving under the influence of alcohol. While you are driving the student to the intended destination, you have an accident that causes injury to the students. Would you reasonably presume you were acting within the scope of your employment? Arguably at the time you consumed the alcohol, you departed your scope of employment. While the students may also have a valid cause of action against your employer, they may be able to sue you. Immunity, indemnity, and provision of legal defense may not be provided by your institution. This behavior may also be considered wanton and reckless, without regard to the safety of your student passengers.

An adjunct faculty member who releases confidential information, without authorization, should not reasonably presume that they are necessarily acting within the scope of their employment. Confidential information includes student records, the release of which is governed by a federal law popularly known as The Family Education Rights and Privacy Act (FERPA). Your institution should have a policy on release of student records. You should carefully consult this policy to avoid any violations. Generally, your institution should have a designated officer who releases the information as authorized by law.

Another thorny problem for some individuals is their proclivity for assuming they have contract signature authority. Would you assume that you have authority to sign a contract binding your institution to a multi-year obligation of millions of dollars? Of course not. However if the contract involved no expenditure of money and you could avoid waiting for someone else to sign the contract (perhaps for a room rental for a student group you are advising), would your answer be different? Some may think that they may sign if there is no money involved. This is arguably incorrect. You should never assume you have any authority to sign any contract on behalf of your institution. There may be an indemnity and hold harmless clause in the contract which, if you sign, may become your obligation—not your institution's.

When handling toxic substances, you should not dispose of the unused portions or waste except as provided in your institution's hazardous waste management policy. Consult your hazmat manager for details. Dumping these materials down the drain or placing then in disposal bins may lead to fines and other liability. This behavior may be considered outside the scope of employment as well as wanton and reckless.

Continued on page 5

ANNOUNCEMENT

by Dr. Donald Greive

As indicated in the guest editorial by Dr. Roy Church, President of Lorain County Community College, commencing with this issue of ***Adjunct-Info,*** Lorain County Community College has joined with Info-Tec to expand the services that can be provided to support adjunct faculty development and management. This arrangement will allow for a continuation of the publication of the Journal and other products of Info-Tec and provide the resources for the expanision of services to adjunct faculty and their manager.

The arrangement is a natural for LCCC. With the implementation of its University Partnership, the resources will be present to serve universities, Liberal Arts and community colleges. The University Partnership at LCCC includes The University of Akron, Ashland University, Bowling Green State University, Baldwin Wallace College, Case Western Reserve University, Cleveland State University, Kent State University, The Ohio State University, The University of Toledo and Youngstown State University.

Akron, Ashland, Cleveland State, Kent State, and Youngstown State will begin offering bachelor's degrees on the LCCC campus this fall.

What are some of our goals?

- Continue to publish successful support publications such as ***A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults,*** and ***Adjunct Info—A Journal for Managers of Adjunct and Part-Time Faculty.***
- Expand the development of publications and videos to address the needs of managers and adjunct faculty.
- Present a series of workshops and conferences to support and share expertise and experiences.
- Conduct research into the needs of adjuncts and provide additional programs/services to meet these needs.

How will we accomplish this?

- Working from the base of successful Info-Tec publications, LCCC will establish a center that will house, support and encourage the development of materials for adjunct faculty and managers for colleges, universities, community colleges and technical schools.
- By providing an opportunity for you—the successful practitioners in the field, to present and publish your manuscripts, programs, and workshops in a manner to benefit all.
- By publishing research, dissertations, and monographs that you, the practitioners, have produced so they can be shared with colleagues in the field.

Who will do this?

Lorain County Community College, its (to be developed) center for adjunct and part-time faculty, Dr. Donald Greive, Author/Consultant, and most important of all, you.

Contact us with your ideas for presentations and publications that you are interested in sharing with others in this field, or if you just want to be on our mailing list.

Call 1-800-995-5222, or write Info-Tec, 1005 N. Abbe Road, Elyria, OH 44035.

Dr. Donald Greive will continue with Info-Tec in a consultant's role during the next few years assisting LCCC in the transition of Info-Tec and development of a center for adjunct faculty development.

The arrangement is a natural for LCCC. With the implementation of its University Partnership, the resources will be present to serve universities, Liberal Arts and community colleges.

Liability and Scope of Employment

Continued from page 4

Removal of safety devices for dangerous machinery used in a tech lab may also be considered wanton and reckless, particularly if it endangers students and others. This, too, may cause you to be considered acting outside the scope and employment.

A good review of tips to avoid problems with the scope of your employment is to review, again, the manuals your institution provides to adjunct faculty. When questions arise, you should consult with your department chair, risk manager and legal counsel to avoid problems.

This review is not legal advice. Each adjunct faculty member who has a legal question should consult their institution's legal counsel, as authorized. Nothing in this review should be considered legal advice on which you may rely.

Michael D. Sermersheim is Associate General Counsel and Director of Claims Defense and Property Management at The University of Akron, a state of Ohio educational institution in Akron, Ohio.

CLASSROOM CORNER

CONSTRUCTING THE TEST

by June Stoll, PhD

How are students going to be evaluated in your course? In some cases they will be assigned a paper. In other courses students will complete a project or portfolio. The most common method of evaluation, however, is still the test. Instructors at college campuses who do not come from the field of education may wonder how to assemble all of the course material into a test. The following paragraphs contain a few points to keep in mind.

First of all, the test should cover the **objectives.** If the objectives were not listed on the course syllabus, in all likelihood there is a course description. What does it say the course will cover? Perhaps you made an outline or a list of key points for each lesson. These are areas you should test. Refrain from choosing an insignificant detail in the text which you did not cover. Simply to add another test question.

> *Instructors at college campuses who do not come from the field of education may wonder how to assemble all of the course material into a test.*

Second, look at the **time frame.** Do not plan a test which will take more than the allotted time. Remember students react differently to test situations. Some of them may feel very stressed and take a long time to read each question and check their answers. This does not mean that they do not know the material; they should not feel pressured to finish because the majority of the class has finished.

Third, decide on the **sequence**. Will your test be designed to go chronologically through the chapters on the book? Will you start with questions that become progressively more difficult? Will you arrange the questions by the format?

Even as you are thinking about the sequence, you are contemplating for **format.** Will the test be multiple choice, essay, etc.? Various books and articles have been published suggesting ways to construct a particular type of test. Again, keep in mind the time period: essay questions will demand more time than objective questions, so they should be limited to measuring higher-order thinking skills.

Finally, keep in mind **grading time**. You should return tests at the next class meeting to give students immediate feedback before you go on to a new lesson. You expect students to make time to study for the test, you should take the time to return the tests promptly. If you have a particularly busy week, then objective tests will be quicker to grade. Consider that factor as well when you construct the test.

SET INDUCTION

by June Stoll, PhD

Many college instructors have never had an education class. Qualifications to teach are based upon expertise in a content area or a particular field. Teaching methods are often the ones that we remember as students. Education classes cover many topics, both theoretically and pedagogically. Courses range from those dealing with diverse student needs to those concerning the planning of course materials. One topic concerning planning and teaching the lesson is the set induction.

Set induction, also referred to as anticipatory set, is a term which relates to the initial portion of the lesson. It is the part of the lesson which "sets the stage" for learning. It provides a purpose for the lesson. It helps students connect their existing knowledge with something new. It is often ignored.

A set induction should "hook" the students' interest. It is not a transition from one lesson to another by welcoming students' return or asking about questions from the last lesson. Greeting students and reviewing information from a previous class would be prior to set induction. The set induction is used when the lesson actually begins.

One way to start off the lesson is with a current event. Many recent issues, whether in print or on air waves, pertain to the subject you are teaching. You could introduce your lesson with something relating to what you are about to discuss. You have not captured the students' attention (some of them may be familiar with the issue), and you are providing a framework for the lesson.

Another good set induction is to use a comparison of something familiar (usually concrete) with something abstract. Comparisons in the forms of analogies and metaphors should be part of each teacher's repertoire. For example, if you are discussing theories in your course, you might start with the comparison of the text/issue to the kaleidoscope. Each time the kaleidoscope is turned, a new pattern appears; this is similar to looking at the text/issue from various perspective.

A third way to establish the purpose of the lesson is with a strategy. Two popular strategies are structured overview and semantic mapping, both of which graphically depict a relationship between concepts. These strategies are not only helpful at the beginning of the lesson but may be referred to throughout and again at closure.

A set induction takes just a few minutes, but it is important. It is like a narrator at a play or a master of ceremonies at an event. Each gives you a quick preview before the show begins. Give the student a preview—and then let the lesson begin.

A TEACHER'S USE OF NONVERBALS

by Mary Alice Griffin & Dr. Donnie McGahee

Good teaching skills are essential in today's classroom, regardless of the subject matter. One of the most important skills to master is effective nonverbals.

Nonverbal communication is one of the most powerful and honest communication techniques available; certainly it is one of the most important skills a teacher can master. This article will examine a number of nonverbal techniques that will help a teacher put more enthusiasm, interest, and believability into what is said.

Voice

The manner in which you use your voice greatly influences how students will receive your message. Your voice should be perceived as natural, yet professional.

Tone. Have a pleasant tone of voice. It should not sound indifferent or artificial; neither should it sound mechanical or overly formal. Your voice should not put the students to sleep but, rather, should help to elicit enthusiasm for the words you are speaking. Using inflections helps avoid a monotone delivery. Usually, the voice tone goes up when asking questions and goes down when negatives are being used. Be careful that your intentions are clear. Students will remember your tone of voice much longer than they will the words you say.

Speed. As you make a presentation, you should talk at a normal speed, not too fast or too slow. (Normal is usually considered to be 100 to 150 words a minute.) However, to emphasize an important point, it is helpful to speak more slowly; and to de-emphasize or review material, the speed may be faster.

Volume. All students in the classroom should be able to hear you, but your voice should neither be too soft nor too loud. Also, vary the volume. For emphasis, say it louder. Never let your voice trail off at the end of sentences.

Body Movement and Posture

Your body movement and posture often reveal how you feel about your message and the receiver. You are presumed to be confident or self-conscious, relaxed or nervous, comfortable or uncomfortable, according to the postures and body movements you exhibit.

Although your notes may be on the podium, never confine yourself to simply standing behind it. Don't stand in a rigid position, but move away from the podium occasionally. Standing behind a podium continuously may convey to your students that you are nervous and insincere. Also, the podium serves as a type of "barrier" between you and your students. Being able to move around indicates to your students that you are in control—you know what you are doing and are comfortable doing it. In addition, moving around the classroom provides visual variation.

Be careful to always face your students as you talk. It is also helpful to lean forward as you make important points. Don't talk to the chalkboard as you write. Either turn your body sideways as you write on the board, don't say anything until you have finished writing, or else confine your writing to an overhead projector screen.

Gestures

The gesture you use in class should support, reinforce, and strengthen points you are making rather than contradict them. Use gestures to make your comments more lively and interesting, to stress certain ideas, and to express your feelings. They should always appear spontaneous and natural. Appropriate gestures help convey the message more clearly and help the students be more receptive to the verbal message. However, using too many gestures may become a distraction to your students; they draw attention away from the topic under discussion.

Nonverbal communication is one of the most powerful and honest communication techniques available; certainly it is one of the most important skills a teacher can master.

The Face and Eyes

You must observe your students' facial expressions while you are teaching. By observing your students, you can often determine their level of understanding, confusion, or even boredom. Learning to "read" your students' facial expressions gives you a valuable tool to help you determine whether to reword a concept, repeat a key idea, change your direction, or even use a different teaching technique. (But always remember that the students may be "faking" their expressions.)

As you make a presentation to a group of students, it is very important to include all the students in your eye contact. Try to look at each student for a few seconds as you talk. Be careful to include the students on the periphery of the classroom in your eye contact. Unless you are aware of it, you may be limiting your eye contact only to those students directly in front of you. This individual contact helps the students feel that your comments are personal, and it tightens the line of communication between you. Don't ever just read from your notes, gaze out the window, or look at only a small number of students.

Mrs. Mary Alice Griffin is an Assistant Professor and Dr. Donnie McGahee is a Department Chair at Valdosta State University, Valdosta, Georgia.

BIG IDEA — Ten Committees for Adjunct Faculty

Many Adjunct Faculty want to be an integral part of the college campus community. They also often have a different perspective on education and campus life due to other work experience either in the business community or on other campuses. The desire for involvement and the fresh perspective make adjunct faculty valuable members of campus committees, and fulfill an important need for both the college and faculty. Committees on which our adjunct faculty participate include:

1. Faculty Senate as voting members
2. College Council (shared governance group) as voting members
3. Staff Development Committee
4. Distance Learning Committee
5. Honors Committee
6. Re-entry Committee
7. Accreditation Committees
8. Hiring Committees
9. Special Project Committees
10. Agenda time on the Board of Trustees

Our system is not perfect. We have not yet found a way to compensate them for the extra time, and they still would like, and need, more voice in what happens on campus. But we do have good beginnings—and it is a good way to acknowledge the skills and interests of our adjunct faculty!

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ADJUNCT FACULTY ORIENTATION AND MENTORING AT THE DEPARTMENT LEVEL

by Thomas W. Annable

Background Information

The Engineering Technologies (ET) Division at Lorain County Community College (LCCC) in Elyria, Ohio relies heavily on adjunct faculty to help teach a large number of courses offered by the division. Adjuncts typically teach 30 to 45 percent of the classes offered each quarter in the division. Adjunct-taught classes are normally offered during evenings and on Saturday, therefore, students who take only evening and/or Saturday classes may seldom be instructed by a full-time faculty member. Because so much of the instruction is presented by adjunct faculty, it is important to maintain the same level of quality instruction that is available for these students who have full-time faculty instruction. Most of the division's adjunct faculty work in industry and have little, if any, formal teaching experience or training. They bring a great deal of knowledge and practical experience into their classrooms and labs, but they have little experience in developing a course outline, advising or counseling students, making a test, or working within the community college structure.

All academic divisions at LCCC practice orientation and mentoring programs to varying degrees. Typically, these programs include a college orientation at the beginning of Fall Quarter, a divisional orientation program, and matching of a full-time faculty member with an adjunct faculty member in the same content area. These programs are thought to be worthwhile, but there is a realization by most divisions that more can be done to enhance the teaching effectiveness of adjunct faculty.

The ET Division has always conducted an informal orientation for adjuncts. This orientation takes place within the division at the beginning of the quarter and includes advising the adjunct about the course that he/she will be teaching, a tour of the division, and an introduction to the lab facility and equipment that the adjunct will be using to teach the course. Informal discussions occur during the quarter between the adjunct and the responsible full-time faculty member, usually when the adjunct has questions or as problems arise.

An Action Research Project

An action research project was conducted during the Fall Quarter of 1993 to investigate how the ET Division's adjunct faculty orientation and mentoring program could be improved. The questions that were explored as an attempt was made to improve the program were: 1) how can one better prepare a first-time adjunct faculty member for his/her role as an instructor in the ET Division; 2) what can be done to help guide that faculty member through the first quarter of teaching; and 3) how can the effectiveness of the orientation and mentoring program for the adjunct faculty be measured?

The project was conducted in three stages: initial treatment, follow-up treatment and data collection, and final data collection. The initial treatment included the establishment of a mentor/mentee relationship with the adjunct. This relationship was established just before the quarter started as the adjunct was presented with a copy of the LCCC *Adjunct Edition of the Faculty and Staff Reference Guide* and a copy of *A Handbook for Adjunct Part-Time Faculty and Teachers of Adults*, by Donald Greive, Ed.D. The adjunct was given a copy of the midterm and final exams. Lecture notes, quizzes, and homework assignments were also made available.

Follow-up treatments included by-weekly discussions (or more often as questions or concerns came up). The discussions dealt with changing homework assignments, how to help a student who had trouble understanding English, what to do with students who don't come to class, and other issues. A mid-term questionnaire was presented to the adjunct to collect opinions about several different division-related and course content issues.

A structured observation/evaluation of the adjunct's classroom performance was conducted during the seventh week of the quarter. The observation evaluation was used to help the adjunct faculty member become more effective in the classroom and was not used to evaluate performance as a condition for rehire. The adjunct faculty member kept the evaluation.

An end-of-term questionnaire was given to the adjunct as the final stage of data collection. That questionnaire was

Continued on page 2

Adjunct Faculty Orientation and Mentoring at the Department Level

Continued from page 1

used to assess how effective the mid-term observation/evaluation was on improving classroom performance and to assess the value of the mentor/mentee relationship that was established with the full-time faculty member. End-of-term data was collected regarding the adjunct's opinions about division-related and course content issues.

Results of the Study

The adjunct appreciated being given the course syllabus and outline, the textbook and instructor's guide, and the mid-term and final exams. This structured guidance at the beginning of the quarter was helpful because it gave the adjunct more time to concentrate on presenting the material for the first time. The mid-term observation/evaluation was a positive experience because the suggestions that were made about improving classroom performance and management skills prevented the adjunct from having to learn some things by trial and error. The adjunct was also grateful knowing that the evaluation was used to help him become a better teacher and would not be used for rehiring decisions.

This structured guidance at the beginning of the quarter was helpful because it gave the adjunct more time to concentrate on presenting the material for the first time.

Implications

The results of this study indicated that a minimal amount of treatment administered at the proper time can improve the teaching effectiveness of new adjuncts. The adjunct who was given treatment in this study didn't experience many of the problems that adjuncts have experienced in this division in the past. Problems surrounding college and division procedures of mishandling of student concerns and problems due to lack of information or direction were prevented.

Communication is the foundation for a program such as this. The treatment given to the adjunct requires initiative by the full-time faculty mentor and a watchful level of support. Anticipating problems with student or course content issues and acting on them before they actually become problems requires a sense of timeliness by the full-time faculty member. The down side of this is that full-time faculty are often overloaded themselves and don't react in a timely manner. No additional costs are required to maintain an orientation/mentoring program such as this unless the amount of time that is required for full-time faculty involvement becomes so great that compensation becomes an issue.

Thomas W. Annable is Assistant Professor, Engineering Technologies Division at Lorian County Community College, Elyria, Ohio.

Notice

In accordance to our plans for expanding services and support to adjunct faculty and their managers, we are compiling a database of resources for future programs and publications. If you are interested in being added to our database, please complete the following form.

Name ______________________ Title ______________

Institution ______________________________________

Address ____

City ______________________ ST ______ Zip ____________

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ASSIMILATION OF ADJUNCT FACULTY—To Be or Not To Be

by Donald Greive, Ed. D.

"To absorb-to make one's own" or "To adopt to new surrounding," whichever definition one wishes to apply to adjunct faculty, the concern of assimilation continues to grow as more and more part-timers are employed by colleges and universities. Like many other issues concerning part-time faculty, this concern varies from institution to institution depending upon the number of adjuncts. The literature shows that in many small liberal arts colleges, the Dean will play a major role in the ongoing process, "including personal conversations", while in larger institutions, the process is the responsibility of the department or other management organization.

It is difficult to address this topic without first taking a look at the chronology of the process.

In the early 1980s, few colleges were conducting formal orientation for their part-timers. In fact, a major study at that time indicated that 84 percent of colleges and universities surveyed had no formal orientation program. (Leslie, Kellams, Gunne, 1982). It was not long however, until greater emphasis was placed upon the adjunct issue by professional associations, accreditation agencies, and colleges and universities concerned with improving instructional quality. This led to not only a recognition of the need for formal orientation of part-timers, but a greater look at adjunct faculty from a holistic viewpoint.

A study of adjunct faculty managers in 1990 (France, Greive, 1992) showed that over 90 percent identified assimilation as "major" or "of some concern" to their relationship with adjunct faculty. Gappa and Leslie (Gappa, Leslie 1993), in their extensive study of adjunct faculty practices in 1993, devoted considerable space to the issue. Although they prefer to call the process "integration" of adjunct faculty, they made several interesting observations. Their definition addressed the "success, value and support" of adjuncts' as the key indicators of their integration or assimilation. They define orientation as: acculturation to the mission of the college, a knowledge of the curriculum and pedagogy, and a "how to" handbook or manual to assist in the teaching process. They discovered that in many institutions this was accomplished through the buddy system, involvement in course and curriculum development, and participation in the department activities. They found that this department involvement might include a teaching manual, seminars and roundtable discussions between full and part-time faculty. They found that several components were commonly included in more developed programs:

1. A social event of some kind.
2. A general introduction to the institution, usually in handbooks and other written information.
3. An overview of effective teaching.
4. Linkages to department faculty, sometime the assignment of a mentor.

Emphasizing the importance of the assimilation or integration process, The National Education Association in *A Survival Handbook for Part-Time and Temporary Faculty*, (NEA, 1989) identifies one of their goals as Participation of part-time faculty to be included in faculty governance and decision making processes, involved in course content and instructional materials, and ways should be found to elicit suggestions and comments from part-time and temporary faculty.

A study of adjunct faculty managers in 1990 showed that over 90 percent identified assimilation as "major" or "of some concern" to their relationship with adjunct faculty.

Many colleges are finding unique ways to involve their adjuncts to a greater degree. At North Central Missouri college, Dr. Frank Veeman reports that their portfolio project has elicited considerable interest. This project, begun by Dr. Jack Smith, in the English department, provides the opportunity for part-time instructors to meet with full-time instructors to define the instructional objectives and activities and the criteria for evaluating students. This sharing between full and adjunct faculty allows open discussion of student evaluation criteria portfolios. The result of these meetings has led to a greater understanding between full and part-time faculty using consistent criteria in all courses. The program is being expanded to the math department where Mrs. Melody Shipley has included the identification of competencies and outcomes for college algebra that are necessary to evaluate students. An overriding plus for this process, says Dr. Veeman, is development of respect between full and part-time faculty and the enhancement of esteem of the adjuncts.

At Hagerstown Junior College, which has been a leader in adjunct faculty enhancement for many years, Dr. Michael Parsons reports an expansion of the "orientation" activities of past years. At Hagerstown, they now combine a social activity, including a dinner, with full and adjunct faculty and a

Continued on page 4

Assimilation of Adjunct Faculty

Continued from page 3

topic oriented speaker. Full and part-timers are seated together by tables and at the end of the dinner they are reseated by division for discussions over dessert. Also at Hagerstown, they offer instructional modules for full and part-time faculty meeting together. Those identified for this year include: diversity, differing learning styles, classroom based assessment techniques, and utilizing media in instruction. Also during this process there is an interchange of classroom visits between full and part-time faculty.

·The author has noticed the responses of participants changing from the concern about alienated part-timers to that of mutual acceptance and involvement.

At Seminole Community College in Sanford, Florida, I quote Elaine Greenwood, Dean of Arts and Sciences:

> Having started my 22 year career in community colleges as an adjunct faculty member, I have always been interested in communication and faculty development for adjunct faculty. Therefore, after becoming Dean of Arts & Sciences in the midst of the last academic year, I decided that I wanted to kick off this academic year with a program especially for adjunct faculty.
>
> A good, old-fashioned social with an important set of messages tacked onto dessert seemed like just the way to welcome our 150 or so returning and new adjuncts back to campus. We scheduled a dinner the week before classes started and sent out invitations that said I would provide the main course if they would bring a dish to share. I hoped that 50 would RSVP. Seventy-eight said they were coming, and 110 showed up—but everyone brought a dish, so there was plenty of food—and plenty of fellowship.
>
> When we lined up to fill plates, I made myself an informal reception line, welcoming each faculty member to the dinner personally, hugging friends I have known for years and matching faces of new faculty to names on forms that I had been signing all month.
>
> As everyone settled into seconds or dessert, I introduced our new President, Dr. E. Ann McGee, and then began a Power Point supported presentation on the new joie de vivre the new President had instilled in us all and the opportunities the Arts and Sciences Division has made possible for adjunct faculty to take advantage of this year.
>
> The opportunities are four-fold. First, the Critical Thinking Project offers adjuncts remuneration for taking part in seminars to help them (and full-time faculty, too) to infuse critical thinking skills more fully into their courses. Second, adjuncts could join a department chair in developing cooperative learning techniques to use in a variety of classes. Third, mathematics adjuncts would have the opportunity to learn to teach with an interactive, multi-media program being expanded to use in all Basic Algebra classes. Finally, they too could learn to use Power Point to support their class presentations in the free and open faculty computer training center.
>
> They were impressed—with the fact that we cared about them enough to have a social for them and with the fact that we have made four major growth opportunities available to them this year. Dozens signed up on the spot for one or more projects. I received many verbal thanks and thank you notes. The general response is that SCC was on the move and they felt warmly welcomed as part of the college and encouraged to grow as persons and professionals through special opportunities.
>
> The adjunct faculty welcoming dinner is definitely going to be a standard from now on.

Over the past few years while making presentations concerning adjunct/part-time faculty, the author has noticed the responses of participants changing from the concern about alienated part-timers to that of mutual acceptance and involvement. As this article demonstrates, words have been changed into action with a win-win result for all concerned.

Leslie, David W., Kellams, Samuel.; and Gunne, G. Manny. (1982). *Part-time Faculty in American Higher Education*. New York: Praeger Publishers.

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A HOUSE UNIFIED: Educating Educators for the 21st Century

by Diane Ellis Miles, M.Ed., M.S.

Abstract: During the past twenty years, employing part-time faculty in two year colleges has been a growing trend. In an effort to assimilate part-time faculty into the culture of the organization and to ensure the quality of education for students, the author facilitated the development and implementation of a professional development program at the New Hampshire Technical College at Laconia. The program focused on individual learning needs in relationship to the mission and philosophy of the college and the option to become in-college certified.

Introduction

The issues of increasing access to post-secondary education, improving education quality, and demonstrating public accountability become greater challenges in the context of increasingly diverse student populations, decreasing number of full-time faculty, increasing numbers of part-time faculty, and diminishing fiscal resources. These factors impact how part-time faculty are assimilated into the college.

With the New Hampshire Technical College moving to performance-based curricula and self-paced instruction, the need to educate and train full and part-time faculty in these methods became essential. No longer is time as available for 'trial and error' methods.

Program Design

The program was designed for the foundation units to be completed during the first year. Each unit is divided into several modules, and participants choose modules based on their assessed learning needs and their own rate of learning. Each unit is designed to include a major focus of Performance-Based Learning systems. Faculty, staff and administrators from the college or system with expertise in a particular component of PBL participated in developing and facilitating modules. Open labs were made available as well for faculty throughout the year.

In addition to specific education issues, the 'business' of the college and system were also included in special sessions. Presentations on new computer upgrades, the sexual harassment policy, purchasing procedures, and college updates were also included.

The program is divided into units and modules as follows:

Unit I: Different Learners Learn Differently
Modules: What is Performance-Based Learning?
Learning Styles
Core Competencies
Student Advisement in PBL Environment
Learning Contracts
Multimedia Instruction Highway

Unit II: Assessment and Evaluation
Modules: Principles of Assessment and Evaluation
Test Construction
Course and Program Evaluation
Computerized Assessment (Star 2010 and Plato)
Institutional Assessment

Unit III: The Learning Environment
Modules: Assessing the Physical Environment
Designing the 21st Century Lab

Future modules, which were not developed for the first series, include portfolio assessment, Computer Adaptive Testing, Evaluation, virtual reality, and numerous other emerging practices in postsecondary education.

Summary

Cost containment, faculty approaching retirements, and the increasing adult population will be driving forces in employing more part-time faculty in two (and four year) colleges. Well designed programs which allow for individual needs and the college's needs will need to be developed. The program described provided one model that full-time faculty rated (on a 1 to 4 Likert Scale) at 3.72 and part-time faculty rated 3.96. Part-time faculty responded favorably to their learning needs and assimilation into the organization.

Cost containment, faculty approaching retirements, and the increasing adult population will be driving forces in employing more part-time faculty in two (and four year) colleges.

Diane Ellis Miles is a doctoral candidate in Policy, Planning and Administration at Boston University, Boston, Massachusetts. She chaired the New Hampshire Technical College/Institute System's Adjunct Faculty Policy Committee, the System's Core Competency Committee, and served as the System's Core Compentency Fellow. Currently, she is completing her dissertation and consulting with higher education institutions.

CLASSROOM CORNER

THE AVOIDANCE THEORY: Why Students Really Don't Support Their Assertions

by Dr. Marilyn J. Valentino

Slumped over another batch of fifty English papers, I'm baffled by the lack of development and detail in my students papers, both in content and in word choice. Students often make a general statement and assume that it speaks for itself.

Maybe I should, as some teachers do, blame this avoidance of particulars on the media, on laziness, on ignorance, or all three. Or is it more a matter of post orientation? Values or trust?

I decided to go to the source, to ask my composition students (anonymously) for some answers which I have summarized below.

Students often make a general statement and assume that it speaks for itself.

Reason #1: Never taught before (or at least it never sank in)

Teachers are pressured by time constraints, they often tell students facts, not to teach them to think, but to teach them all the information required to pass a test.

Reason #2: Interferes with the writing process

Besides a lack of experience and expectation, one student noted that thinking of reasons and examples as he wrote "interfered with his thought processes while writing." Others assumed the implied presence of examples in their work, their "minds sometimes incorporate[d] the examples without its actually being written." Thus, many basic writers fill in gaps of comprehension and expect readers will, also.

Reason #3: No perceived need or sense of audience's needs

Some students do not support their assertions because they have no sense that others may have to understand their points.

Reason #4: Fear of retaliation

One message students received loud and clear from past teachers was not to introduce their own ideas. They fear that "the details they might use might not make sense to the teacher or the teacher might not see a connection the student sees" or that "their answers are wrong anyway, so why bother." If they add details, they are "afraid of going off track."

Reason #5: Exigency, time constraints, no interest

Students complained that with work and school, they didn't have the time to go into detail after writing what is "B" work. Examples, for them, are time consuming. English, after all, is not their main interest and is not given the priority we think it deserves.

So what can teachers do:

In light of these factors, how do students develop the ability to make decisions and solve problems independently when the system is based on fifty minute periods, multiple choice tests, and "covering" the material rather than forming ideas and conclusions based upon material?

What can we do to address these students concerns? To eliminate the impediments? We can do very little about time constraints our students face. As college professors, we also have little influence of the teaching that precedes us. However, we can change our pedagogy and methodology to incorporate some strategies which stimulate critical thinking.

First, we must be explicit about college expectations and list specific criteria for assignments.

Second, if we view writing as a way of knowing for oneself and a way of sharing and/or negotiating one's knowledge, the writing becomes a vehicle for learning for both student and teacher. Writing journal entries of short in-class writings to review or initiate ideas need only take ten minutes. They do not have to be graded, collected or even read. Research has found that the mere act of writing and reading regularly improves writing. Peers, if given appropriate guidelines, can respond to each other's ideas (Gere & Stevens, 1985). Papers can be taped on the wall and the class can view (just as artists do) the range and quality of responses without fear of failure or hypercorrrection. Quality seems to sort itself out when individuals begin to admire one particular paper.

Teachers can also promote risk taking, especially in ideas, when they employ a variety of assignments, some graded, some not. When teachers do respond, they should do so based upon a short list of criteria, explained beforehand, focusing on one or a few points at a time rather than using a buckshot approach. Asking questions in the margins rather than merely labeling "awk" and "RO" stimulate thought and relays to the student the primacy of exploring complex ideas. This practice does not mean that standards or usage are not important, just that people generally do not notice minor errors unless they interfere with meaning. The changes suggested above involve a tradeoff. You may have to sacrifice lecture time (although back-

Continued on page 7

Classroom Corner

MANAGING THE LEARNING ENVIRONMENT

by Robert R. Dolan

The adult learner is a very unique individual, with a very unique set of learning objectives and abilities. The teacher of adults, then, needs to be aware of these priority shifts, and determine processes which will optimize cooperative learning opportunities. In the end, the major role of the teacher of adults is to manage the learning environment (the adult learner is perfectly capable of managing her/himself).

This is at once immensely liberating and immensely challenging for the educator. The best hope is to develop strategies for managing the classroom. Following are some suggestions:

Step One. Develop Mutual Respect and Mutual Trust

Being effective in working and learning with others begins by having unconditional respect for every other human being. The first step in developing mutual respect is to offer it. This will go a long way toward developing mutual trust, and will help eliminate power struggles.

Step Two. Neutralize The Learning Environment

Your adult students and you will bring a lot of baggage into the classroom, baggage from family, work, school and personal life. No learning will take place until the baggage is checked. (Baggage of value can be reclaimed after class.) You are not responsible for taking care of your students, but you are responsible for caring about them. Learning the difference is a milestone in learning. Whatever is takes, you must offer some process (no tricks) which will engage in meaningful learning activity. Current events which tie into the course focus lend themselves well to this process.

Step Three: Know The Course Learning Objectives, Your Students, Learning Objectives, and Your Own, And Know How To Accomplish All Of These

Whatever you do in the classroom, it should have relevance to the learning objectives. The course learning objectives should already be in writing. If not, set them down and share them with your energy to accomplish these. Ask your students, professional colleagues and supervisors to evaluate your progress from time to time. Correct your processes whenever necessary.

Step Four. Keep A Learning Journal

Before the course begins, perform an initial self-assessment. Set down what you already know about teaching this subject, teaching this course, and teaching the adult learner. Keep a personal learning journal, especially documenting learning breakthroughs. Incorporate them into your next teaching experience.

Step Five. Remember Learning Is Fun

Anytime you are not excited to enter the classroom, anytime you don't get excited during class, and anytime you don't leave the classroom excited, take stock in what is going on. No one ever said adult education would be easy. It should, however, be enjoyable for both you and your students.

Step Six. Remember You Have What It Takes To Be Successful

A very wise man and a very great teacher once said, "To be successful as a teacher requires three things only: you must love your subjects, love your students and love to teach." He might have added, "All the rest you can learn."

Robert Dolan is Director, Faculty Development, City University, Renton, WA

> *"To be successful as a teacher requires three things only: you must love your subjects, love your students and love to teach."*

The Avoidance Theory

Continued from page 7

ground information that doesn't need much explanation can be given as homework reading). You may have to sacrifice some control—over time and activities—since some students take longer to discover inductively. But the reward is that students will learn critical thinking skills they can use throughout their lives. Finally, to build this sense of trust in students, explicitly tell them what you expect and show student samples you like. Let them see the product and understand the process. As you see, writing is more than rules—it is a matter of practice, values, and trust.

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BIG IDEA — A Seamless Faculty

Many administrators of part-time faculty experience challenges in maintaining a level of quality experiences in the classroom. Part-time faculty are usually recruits from the professions of their expertise with other full-time responsibilities. The challenge is developing their teaching expertise which allows them to use state-of-the-art pedagogical concepts.

Recently at Penn State Berks Campus, Reading, PA part-time faculty were invited to attend a "Hands-On Demonstration Using the Multi-Media Cart in the Classroom." The purpose of this program was to allow part-time faculty the opportunity to learn how to bring multimedia skills into their classrooms. Many of our full-time faculty are already enhancing their lectures and active learning methods with multimedia. This program was scheduled for a Sunday evening and the instructor of the one-and-a-half hour program was Dr. Susan V. Monk, a full time faculty member in Kinesiology and Biology. After a brief introduction of the hardware components on the multimedia cart, faculty were encouraged to participate in exploring various software and World Wide Web applications.

James Bardi, Administrative Assistant for Academic Service says "it is important to note that after the participant-demonstration, faculty administrators have to provide a support system for part-time faculty who want to develop a multimedia presentation. Otherwise, the faculty development program will not be effective." The support system should include computer seminars on how to use Power Point, additional hands-on training, modeling other faculty presentations, etc. According to Dr. Elizabeth Hawthorne, Director of Academic Affairs at Penn State Berks Campus, "we do this to develop a faculty which is perceived by students as being seamless. Our students shouldn't expect anything less from a part-time faculty member than they do from a full-time faculty member teaching the same course."

Thanks to: James A. Bardi, Administrative Assistant for Academic Services, Penn State-Berks.

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ADJUNCT

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Many Adjunct Support Strategies Emerging In The Literature

by John C. Scott, Ph.D.

Today, more than ever, our higher education system depends on the teaching services of adjunct faculty members. Adjuncts, therefore, deserve serious strategies of support. By supporting and fully integrating adjuncts, an institution's quality of instruction, collegiality, and communication increases. Unfortunately, major improvements in financial support—salary and benefits—are unrealistic in the current economic environment. Therefore, the types of support most likely to succeed involve 1) improving teaching and administrative support, 2) creating responsible hiring and employment policies, and 3) instituting strategies to enhance communication, participation, and morale.

Since the late 1980s, the literature has been expanding in the area of adjunct support strategies, theories and models. Yet, it behooves us to pay particular attention to those strategies which are both inexpensive and effective; after all, adjuncts are usually hired to save money in the first place. Additionally, although some of the most innovative ideas have been developed for two-year colleges, they are equally applicable to four-year and graduate institutions. Outlined here are a number of exceptional strategies of support. These are classified, for the most part, as either general or specific strategies.

General Strategies

Roueche, Roueche, and Milliron (1996) presented the Part-Time Faculty Integration Model (PTFIM) as a qualitative research tool regarding community colleges. The PTFIM is grounded in organizational identification and integration theory.

Kelly offered a human resource development approach to part-time community college faculty (ERIC ED 316 279). Among her numerous recommendations are some relatively inexpensive policy ideas.

An organizational psychology approach, developed by Monroe and Denman (1991), emphasized role clarity/ambiguity as it impacts adjuncts' performance and satisfaction within their role.

Employing Malcom Knowles's concept of andragogy, Cain (1988) developed an adult education theory and model. Cain urged community colleges to treat part-time and other faculty members as self-directed adult learners during professional development and integration efforts. Andragogy, in opposition to traditional pedagogy, creates a climate of mutuality, respect, communication, and informality.

Spinetta (1990) advised us to revise employment policies at the top— the state government or community college district levels.

California's Joint Committee for the Review of the Master Plan for Higher Education (1989) recommended pro-rata compensation as the only long-term solution to the adjunct dilemma.

From an institutional governance perspective, Somer (1994) offered the University of California at Davis as a model for two- and four-year institutions. UC Davis's "Academic Federation," a formal body, is comprised of non-tenure track academics. This body is regularly consulted by the Academic Senate and by the administration on major issues.

In their book The Invisible Faculty (1993), Gappa and Leslie employed a higher education management approach. The authors made forty-three recommendations for change built around three policy themes: 1) using part-timers to achieve educational objectives; 2) developing fair employment policies and practices; and 3) investing in human resources.

Specific Strategies

The Part-Time Faculty Integration Model (PTFIM), cited above, guided a national study, which is reported in the 1995 book "Strangers in Their Own Land: Part-Time Faculty in American Community Colleges," by Roueche, Roueche and Milliron. Exemplar colleges weave integration activities all through the life of the institution; provide upper-level administrative leadership; proactively hire new adjuncts; socialize new adjuncts effectively; provide governance opportunities and foster rich communication linkages.

The Digraneses (1995) pointed out that two year colleges lead the way in investment and use of video, computer, and other educational technologies. Therefore, the authors proposed that institutions expand the use of current technologies to orient, train, mentor, and support part-timers.

For a community college writing program, Nist (1987) created a formal, low-cost Colloquium of adjunct and regular instructors for collegial conversation and for professional development. All members had an equal vote. Through the Colloquium, the writing curriculum was overhauled, adjunct

Continued on page 2

Support Strategies, Continued from page 1

working conditions were improved, and adjuncts felt more respect and acceptance.

Prince George's Community College, in Maryland, enacted serious but inexpensive changes to integrate adjuncts by 1) increasing salary based on longevity; 2) listing the names of all established adjuncts in the college catalog and titling Ph.D.'s as Professors, M.A.'s as Associate Professors, and B.A.'s as Assistant Professors; 3) consistently using the title 'adjunct,' not part-time; 4) holding new faculty orientations each term; 5) offering more and varied faculty workshops; 6) creating a comprehensive adjunct faculty handbook; and, 7) annually selecting and honoring an outstanding adjunct faculty member (Cohen, 1992).

At College of the Canyons, in L.A. County, the "relatively inexpensive" Associate Program was established. Full-timers staffed the program, providing intensive teaching skills workshops for part-timers in a collegial environment. Adjuncts who completed the three consecutive semester program were granted "Associate Adjunct" status coupled with an increase in pay (Richardson, 1992).

Full-timers staffed the program, providing intensive teaching skills workshops for part-timers in a collegial environment.

Another teaching support program for adjuncts was established at Lincoln Land Community College. Outstanding full-timers served "in a spirit of a helping relationship. In a dialogue between evaluator and evaluatee, a plan for teaching improvement was constructed" (p. 1). Observations and evaluations were conducted annually (Eggers, 1990).

In Ohio, two community colleges established successful mentoring programs. One, at Sinclair Community College, in Dayton, implemented theirs back in 1978. Sinclair's purposes were: 1) to provide instructional support for new adjuncts; 2) to improve coordination of instruction between full- and part-time faculty; 3) to improve evaluation of adjuncts; 4) to bolster relationships between full- and part-time faculty; 5) to improve retention of adjuncts; and 6) to allow for full-timers to enhance their administrative and instructional support skills (Hosey, 1990). The other mentoring program, at Cuyahoga Community College, in Cleveland, originated in 1987. It targeted new part-timers. Volunteer full-timers did the mentoring (their teaching loads were lessened slightly). It was believed, too, that the mentors would benefit professionally from the real world experiences and/or talents in the arts and sciences brought by the part-timers. Part timers reported satisfaction with the program. Mentors and division heads reported improved course syllabi, increased use of teaching materials, better knowledge of college policies and procedures, and fewer student complaints (Hoyt, 1990).

Arden, writing in the Chronicle of Higher Education (1995), argued that physical isolation is detrimental to adjuncts' undergraduate teaching performance. He proposed low-cost support strategies such as informal meetings with guest speakers, classroom observations by other adjuncts or full-timers, and volunteer videotaping of adjunct class sessions.

Conclusion

Which of the above strategies might particular colleges or universities choose to implement? Perhaps "institutional character" can best set the tone. With such a frame of reference, matching a support strategy with an institution's or division's traits could well be the key to success.

John Scott is an independent scholar and an active adjunct faculty member.

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Big idea,
page 8

See page for information on the upcoming Adjunct Faculty Conference in April.

Bringing The Invisible Faculty Into Focus

W.H. Segur and Vivian H. Lauer

Changes in demographics coupled with ever-increasing fiscal constraints are just two of the challenges facing higher education. Hiring and placement of adjunct faculty continues nationally at an accelerated pace and often as an activity not unlike reinventing the wheel. The use of adjunct faculty in the innovative formats of adult education and off-campus programs has been well documented but little has been presented on quality assurance management. Judith Gappa and David Leslie have addressed this area in a clear and compelling manner.

Gappa and Leslie's book, "The Invisible Faculty," sets out to describe the current environment within which part-time faculty exist and to offer suggestions for change within this environment. The authors "...conducted site visits at eighteen colleges and universities chosen in part to represent all types of institutions..." (p.xiii) More than 460 interviews were conducted with administrators at various levels as well as with part-time and full-time faculty. Data was also gathered from a review of pertinent materials from these institutions. The authors conclude their book with forty-three specific practices which "...will promote better performance and more satisfied part-time faculty who are integral members of the faculty as a whole."(p.215) These recommendations are grouped under the general headings of (a) educational objectives, (b) employment practices, and (c) support and development.

While Gappa and Leslie were conducting their research, faculty and administrators at Whitehead College University of Redlands, were implementing procedures and organizational structures designed to meet program needs. These included staffing and administering 1800 courses annually and managing a faculty pool of more than 600. Publication of Gappa and Leslie's recommendations solidified the footing on our practitioner's path and provided additional insights and strategies. We found it interesting, however, that our structures and practices were addressing multiple recommendations across all three general headings.

Implementation Strategies for Recommendations: Adjunct Selection

One of our most widely praised functions is our current method of assessing and orientating adjunct faculty candidates. The centerpiece of this operation is a day-long gathering of adjunct candidates orchestrated by full-time faculty and staff. The events of the day either complete or set into motion six of the authors recommendations. In a structural sense, we see the full-time faculty, who are charged with adjunct faculty management, addressing nearly a dozen of these recommendations. In fact, providing an incentive (in our case, release time from teaching) to manage adjuncts is an additional Gappa and Leslie recommendation.

Regarding selection of new adjuncts, Gappa and Leslie focus on 1) matching qualifications and job requirements, 2) identifying institutional employment practices, 3) specifying institutional expectations of adjuncts, and 4) assuming a proactive stance in selection and hiring. Our process focuses around specific course needs as a first step, consistent with the authors' advocacy of a faculty staffing plan. In our practice, a review of the candidate's resume is followed by a clarifying telephone interview which may lead to an invitation to the assessment/orientation day.

We have identified twenty-three attributes for classroom success. Four skill presentation exercises are intended to cross-check the candidates' abilities to present evidence of these attributes. Attributes can be demonstrated in more than one exercise. While both the personal interview and teaching presentation allow for demonstration of the majority of the attributes, the writing critique and leaderless discussion offer demonstration opportunities for fewer but a different mix of attributes. This cross-checking over the four exercises for particular skills is valuable. For example, it could be that facilitation skills, which we value, were not evident in the teaching presentation but were well demonstrated in the leaderless group.

Evaluating the Assessment Process

At the conclusion of the day's activities, we solicited anonymous comments from the candidates. When asked to evaluate the exercises as a means of presenting their skills, the majority rated all four exercises in the most positive category with more than ninety percent favoring the interview and the teaching presentation. Seventy-nine percent gave the leaderless group activity the highest rating and sixty percent similarly placed the writing critique in the same category. The interview and teaching presentation are standard assessment exercises, and the candidates judged them as an effective means of presenting themselves. While the writing critique and leaderless group discussion were unanticipated and caused some initial anxiety, candidates recognized the usefulness of these exercises at a level higher than expected. When asked if ample opportunity was given to document and/or to demonstrate their qualifications, ninety percent responded positively. In response to an open-ended query of their impressions of the assessment process, fifty percent cited the level of organization, the comprehensive nature and/or level of professional conduct. The evaluation form concludes by asking whether the process increased or decreased the desire to join our faculty. Eighty-one percent reported an increase in desire.

Assessments, averaging twenty-five candidates, are held three to four times a year. During the following week, a debriefing for participating faculty, staff and administrators is held to review exercise evaluations and anecdotal information and to formulate hiring recom-

Continued on page 4

When asked if ample opportunity was given to document and/ or demonstrate their qualifications, ninety percent responded positively.

Invisible Faculty, Continued from page 3

mendations. If additional information is required, a telephone call or individual conference is arranged.

Implemented Strategies for Recommendations: Adjunct Orientation Stage I

Orientation begins the afternoon of the assessment and continues through the newly appointed adjunct's first teaching assignment. The first stage of the orientation addresses Gappa and Leslie's recommendations regarding presentation of institutional practices and policies and provides detail on the mentoring program conducted by full time faculty. We have adopted a team approach to the orientation, modeled on successful instructional techniques used in our classrooms: mini-lectures, use of a variety of media, interaction, facilitation and feedback. The team consists of the department chair, the director of academic services, a program director and an experienced adjunct.

The group, roughly similar in size to that of a typical class, lends itself to a more relaxed environment where addressing participants by their first names is comfortable.

Candidates view a student recruitment video, contribute to a discussion on mutual expectations of the faculty and students, and are presented with historical and philosophical overviews of the institution, a student profile, and detailed information on academic and administrative support. The tone is informal, collegial, and inclusive. The group, roughly similar in size to that of a typical class, lends itself to a more relaxed environment where addressing participants by their first names is comfortable.

Reference materials, including a university catalog and our college adjunct faculty guidebook, are distributed. The guidebook runs over one hundred pages and includes a college directory as well as a sample grade report, student evaluation and payroll request form. Basic administrative and instructional practices and procedures are outlined, and selected reports and contracts are sampled. Reprints from "The Teaching Professor," "Chronicle of Higher Education" and other readings encourage classroom innovation and reflection on educational trends and issues.

Implementation Strategies for Recommendations: Adjunct Orientation Stage II

The second stage of orientation occurs after adjunct appointments are announced and extends through to an actual teaching assignment. Each new adjunct is required to conduct a minimum of one class visit with a full-time or experienced adjunct faculty member. Classroom management and the creation a learning environment are primary objectives. The new adjunct is encouraged to monitor student-faculty interaction, identify effective teaching techniques, and envision ways in which he or she will engage students during a four-hour class session. The class visit requirement is completed only after the new adjunct has had a discussion about the visit with the hosting instructor and also with the full-time faculty mentor. The adjunct is then available for course assignments, which are made four to six months in advance.

Prior to the start of the course, the new adjunct is mentored by the full-time faculty on syllabus development, organization and preparation and course support materials. The mentor visits the adjunct during this first course and reviews with him/her the course end evaluations.

We solicited reflective feedback regarding the effectiveness of the orientation process from adjuncts having now taught at least one course. While supportive of the entire process they clearly identified 1) student expectations of the learning process and the instructor, and 2) university expectations of the course instructor as the most essential topics. As a result, those areas of discussion were enlarged in the group orientation. Faculty mentors were encouraged to be clear and definitive when consulting with new adjuncts.

Summary

A commentary on Gappa and Leslie would not be complete without mention of those recommendations not addressed previously. Some of the recommendations were less appropriate for implementation within our university environment. The development, for example, of an Adjunct Faculty Handbook modeled on the one used for full-time faculty proved to be an exercise in designing a building that, for a number of reasons, was beyond our reach.

The value of the work done by Gappa and Leslie is in providing a focus and direction for those of us dependent upon adjunct faculty for delivery of our programs and for the richness their real world experience brings to our institutions. The challenge of Gappa and Leslie's work is in being selective in implementing the recommendations in ways that are reasonable for each institution. The benefit of Gappa and Leslie's work is that they provide us with a place to start.

W.H. Segur fine-tuned the adjunct faculty selection process and designed the orientation session while chair of the Department of Management and Business. He is currently lead faculty for undergraduate and graduate courses in economics and international economics.

Vivian H. Lauer is Director of the Department of Academic Services, which provides administrative and staff support in the assessment, orientation, database maintenance and management, and course assignment for both full and adjunct faculty. *Bibliography*

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[1] *Judith M. Gappa and David W. Leslie, The Invisible Faculty (San Francisco: Jossey-Bass, 1993), p.xii*

[2] *ibid. p. 215*

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Classroom Corner

Applications Of Cooperative Learning In The Classroom

by Eileen Teare

Cooperative learning processes may be used in a variety of ways across the curriculum to help groups to develop critical thinking skills, to remain task-oriented and accountable and to benefit from the findings of sub-groups.

> *When students learn in pairs, both present the results of their learning to the large group.*

Collaborative Learning Communities

Synergy results when students cooperate in the learning process. Students are aware of the synergy in their daily lives. They know that when a group gathers for a common purpose, the energy in the group and the capability of the group creates a stronger, more compelling response than that which may be generated by one person working alone. Additionally, when group members make their own decisions regarding details of a proposed learning outcome, they become stakeholders in the process. Collaborative decision-making models the effectiveness of the learning community brought together mutually to learn and to share together.

At the beginning of the course, the teacher (more as facilitator in this role), may want to clarify how group process works effectively. Groups could be encouraged to brainstorm without "shooting down" anyone's ideas, to maintain respect for each individual's contribution, to stay on task, to participate actively, to honor time limitations and to set aside personal agendas.

Group Size

Pairing or grouping students in dyads has the advantage of heightening accountability. When students learn in pairs, both present the results of their learning to the large group. For example, if each dyad is given a specific question, one student may verbalize the question and answer, while the other student substantiates the answer.

In cooperative learning groups of three to five (more than five students in a group may not be as productive), the teacher may want to explain to students the task-oriented and maintenance-oriented functions of group members. Task-oriented functions include those of initiating, seeking information, giving information, clarifying, summarizing, and creating consensus. Maintenance-oriented functions include encouraging, gatekeeping (awareness of distribution of time among group members), standards setting, harmonizing, relieving tension, and expressing group feeling. - In a prototypical group experience, students may be asked to check the appropriate functions as they contribute to the group. Using a checklist may heighten awareness of the cooperative learning process.

Types Of Group Process

Dividing the task

In dividing the task, the teacher assigns part of a larger learning project to each group. Students divide their portion of the project into individual parts. Each student presents the individual findings to the group, which then synthesizes the individual responses into one answer, which may be shared with the class verbally and visually.

Critical thinking process

Each group generates responses to the task together. This is especially beneficial when the objective of the task involves critical thinking questions. Group discussions of this type touch on a variety of answers and examine implications which otherwise might be overlooked. The quality of the responses is more thoughtful through group exchange. As each group presents the rationale for their findings verbally and visually, class discussion illuminates the results.

Multiple options

When each student is provided with an option of three or four questions on which to write or respond, students may be grouped according to their first preference. Each group then has the same clear goal in which each student is a stakeholder. Sometimes, as an additional option, it may be useful for students to subdivide the material. After each student has been given sufficient time to generate a thoughtful response, students share answers within the group.

Student choice

Students are offered various aspects of a question to explore. In their group, they decide their first and second choices and write these on the board. The class looks at the preferences of each group and decides together how to divide the material.

Reporting Methods

When feasible, large group reporting methods are enhanced when, in addition to an oral report, a visual component is provided. Using an overhead transparency to elucidate how and where an answer was found (especially helpful in providing concrete evidence in problem solving), has the advantage of using both audio and visual learning styles, and students, working together, share the accountability.

When students are part of the decision-making process and when collaborative, cooperative processes are used, group synergy, critical thinking skills, and success grow, leading students to a heightened awareness of their own untapped potential and power.

Eileen Teare is an Adjunct Instructor of English at Lorain County Community College

Classroom Corner

The Testing Process

By Mary Alice Griffin and Donnie McGahee

One of the most time-consuming, tedious tasks for a beginning teacher is the preparation, administration, and scoring of tests. He/she may wonder if there is not an easier way to handle the testing process. Have veteran teachers discovered "tricks of the trade" which would make the testing process easier? This article will answer some of the questions regarding the preparation, the administration, and the scoring of the test.

The teacher has to make several decisions in planning for testing such as the following:

1. When and how often should tests be given? The approximate number of tests and tentative times for tests should be decided when the course or unit is planned. There should not be too many or too few tests, based primarily on the nature of the course.

2. What kinds of questions or items should be used? The types of test items selected must be appropriate for the subject matter of the course. The teacher must consider his/her instructional objectives and the nature of the content covered.

   It would be wise to use a combination of test types. The strengths and weaknesses of each type should be considered in relationship to the objectives since some formats are less appropriate than others for measuring certain objectives. For a good list of these strengths and weaknesses, see Dr. Brown's article in the Fall 1995 issue of "Adjunct Info."

3. How long should the test be? The length of a test will vary depending upon the length of the testing period, the amount of material being covered, and the types of questions to be used. Remember, a test should only sample the body of material being tested. Essay questions may be easier to compose than objective type questions, but they are very time consuming for students to complete and teachers to score. Typically, one essay question may take longer for students to complete than 50 multiple-choice items. In developing objective type questions, a good rule of thumb is to allow one minute for every two true-false items and one minute for each multiple-choice item. There should be sufficient time for all students to complete the test within the allotted time without feeling rushed.

4. What emphases should be given to the various aspects of the content? Emphasis on various areas of content in a test should be in the same proportion to the emphasis in the instructional program. If a teacher spends 30 minutes explaining a principle which she consider to be important, then there should be sufficient coverage about this principle on the test. There should be no "trick" questions.

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5. In what order should the test items be placed? The type of questions used, the difficulty of the items, and the content should be considered. Each section should be limited to one test type–for example, a section of true-false, then a section of multiple choice, then matching. This arrangement requires fewer directions, and it is easier for the students because they can retain the same mental "set" throughout each section. Ideally, the test should be arranged from simple to more complex. This arrangement gives the students confidence; otherwise, they may become frustrated if they are given very complex questions at the beginning of the test.

6. What about the use of tests developed by the textbook publisher or test bank questions? It will certainly save a great deal of preparation time to utilize these sources; however, be sure to use questions from a test bank which are representative of the content which has been taught. It is virtually impossible for any teacher to use a complete publisher- generated test without making at least some modifications.

7. What about an answer key? A key for the test should be prepared when the test is developed. If some items have more than one correct answer, all possible responses should be included.

   The test questions should be very clear in meaning; they should not be misinterpreted by the students. However, despite one's best efforts, students occasionally misunderstand a question. In this case, the teacher should be willing to allow alternate answers and not penalize the students for their answers.

8. Must a teacher observe the students during the test? Yes, it is imperative that teachers always observe the students as they take the test. Some teachers prepare scrambled forms of the same test when students sit close together.

9. What purpose does an item analysis serve? After the scoring of the test has been completed, the teacher should do an item analysis, unless the scoring machine has already done it. Record the number of times each question was missed. If an item was never missed or was missed by everyone, then it serves no purpose.

Although the testing process represents a great deal of time, it allows teachers to evaluate the students and to determine if the students have understood the material. Teachers must become skilled in the test construction process since it is so important in the educational environment.

Mrs. Mary Alice Griffin is an Assistant Professor and Dr. Donnie McGahee is a Department Chair at Valdosta State University, Valdosta, Georgia.

Big Idea Faculty Evaluation-Classroom Assessment Questions

Did the presentation accommodate various levels of student development?

1) Did the instructor build from one level of abstraction or complexity to another?

2) Did the instructor give examples or alternative explanations to help insure understanding? Did he/she use the board or audio-visual aids to reinforce the lecture?

3) Did the instructor check to insure that material was understood, i.e., ask questions to determine whether students understood current or previous material, give a quiz, ask students to explain concepts to each other, check student's notes etc.?

4) Did the instructor set the tone for a serious and challenging class while maintaining student concentration through a lively, varied delivery, the use of humor or other techniques?

5) Did the instructor highlight central points to help direct student notetaking? Did he/she emphasize the need for careful reading of the text or other written material?

6) Did the instructor move at a comfortable pace and not allow the special needs of one or a few students to consume a disproportionate amount of time? Did he/she assure these students that they could receive additional assistance during office hours, the tutorial center, etc.?

7) Did the instructor motivate higher performing students by asking challenging questions, directing them to additional sources, insuring that they have an opportunity to participate, etc.

We are indebted for this segment of a comprehensive evaluation process for adjunct faculty to: Jim Coleman, Elaine Coppelliccio, Ray Rice, Wayne Silver, and Valerie Matteson-Smith of Three Rivers Technical Community College, Norwich CT.~

Adjunct Info

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ADJUNCT INFO
[illegible] of Adjunct and Part-Time Faculty

Volume 5, Number 3 Spring 1997

Best Practices – Enhancing Support for Adjunct Faculty

A. Recruitment, Selection And Appointment

At most VCCS colleges, adjunct faculty teach 40 to 50 percent of the classes offered. Each college has the responsibility to demonstrate to its students, the citizens of its service region, sister institutions, accrediting agencies, and the Commonwealth of Virginia that quality teaching by credentialed faculty is taking place. It is essential that each college have in place recruitment, selection, and appointment practices which ensure that capable and properly credentialed adjunct faculty are employed. It is also important that practices be in place that recognize the dignity and reward the worth of those individuals who are hired as adjunct faculty.

Suggested Practices:

Each college should:

1. Establish clear written policies and procedures for recruiting, selecting, and appointing adjunct faculty. Those policies and procedures should be consistent with minimum criteria established by the VCCS (VCCS-29) and by the Southern Association of Colleges and Schools (SACS) or other accrediting agencies.
2. Establish clear written policies and procedures for determining appropriate compensation of adjunct faculty. Those policies and procedures should include recognition and consideration of education, training, experience and rank (VCCS-29) and should be applied uniformly across the institution.
3. Require an interview for each adjunct faculty member hired. That interview should include a discussion of college and department goals, duties of part time faculty, compensation, and conditions of employment (e.g. assignment contingent on....). Where possible, full-time faculty should be involved in the interview process.
4. Establish clear, written policies and procedures for maintaining official adjunct faculty files. Those policies and procedures should address the designation of the office(s) in which official adjunct faculty files are to be housed, documents that are required for a complete file, and procedures to assure that required documents are collected and filed in a timely manner.
5. Specify clearly in its recruiting -materials the nature of the adjunct position and minimum qualifications.
6. Pay adjunct faculty as frequently as is feasible and by direct deposit, if possible.
7. Maintain a pool of qualified applicants for adjunct positions through periodic, and, in some cases, continual recruitment.

B. Professional Development And Orientation

In an age of technology and change, it is essential that all faculty, including adjunct faculty, maintain currency in their disciplines and improve their skills in teaching students. Since a significant number of the courses offered by community colleges are taught by adjunct faculty, each college should provide professional development opportunities for adjuncts, both in specific disciplines and in pedagogy. Full-time faculty should work closely with adjunct faculty within their disciplines as mentors/facilitators to improve the teaching process and to ensure continuity from class to class. Since most new adjunct faculty are not familiar with specific college policies and procedures (administrative structures, course enrollment, withdrawals, grades, behavior expectations for students and faculty, evaluations, and other general conditions of employment), each college should provide a required orientation program for those faculty. Policies and procedures change and orientation should not be a one-time requirement but should be scheduled regularly or on an "as needed" basis. By VCCS policy, colleges must also provide all adjunct faculty with an Adjunct Faculty Handbook that should contain policies and procedures, conditions of employment, and other appropriate information. Adjunct faculty are an important part of every

Continued on page 2

Best Practices, Continued from page 1

college's instructional program and have much to contribute as professionals. Colleges should provide the opportunity for adjunct faculty to participate in organizational functions, on appropriate committees, and in activities such as faculty meetings.

Suggested Practices:

Each college should:

1. provide regularly scheduled orientation sessions for all adjunct faculty and establish minimum expectations for participation.
2. schedule professional development for adjunct faculty or include them in full-time faculty activities. Schedules should accommodate adjunct faculty needs, and there should be established minimum expectations for participation.
3. provide each adjunct faculty member with an adjunct faculty manual and other standard college publications. The manual should be revised each year and include appropriate policies and procedures and information on the college organization, conditions of employment, evaluation, the college calendar, and, when possible, the schedule of professional development opportunities.
4. assign each adjunct faculty member to a full-time faculty mentor/liaison.
5. establish an adjunct faculty advisory committee to provide a medium for input on adjunct faculty issues (e.g., orientation, professional development activities).
6. appoint adjunct faculty to appropriate division/college communities.
7. encourage adjunct faulty to attend meetings/activities as appropriate.
8. provide opportunities for adjunct faculty to attend VCCS peer group meetings.

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Dr. Terrance E. Suarez, Dean of Instruction and Student Services
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Dr. Maxine Singleton, Chairman, Division of Social Science
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Co-Chairs of the Adjunct Faculty task Force

Colleges should provide the opportunity for adjunct faculty to participate in organizational functions, on appropriate committees, and in activities such as faculty meetings.

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Editorial

The Role of the Adjunct

By Sandy Martinelli

Reflections on part-time employment from the perspective of an adjunct.

In their book, *The Invisible Faculty*, Gappa and Leslie cite the many reasons adjuncts engage in part-time employment. Here I would like to give some personal reflections on why the experience is a rewarding one.

The Benefits Package... As I See It

Mandatory attendance at committee meetings is not required. Several years ago, while filling in for a full time colleague, I experienced what it was like to attend the many meetings required of full time employees. As a part time employee, I am obligated to attend only those that directly concern my job performance and can choose to attend those that I feel will inform or guide my instruction and interest.

Flexibility is important to my life style, and part-time employment allows me to choose the number of hours I work. A balanced work-play schedule provides the mental stimulation and rejuvenation needed at this time in my life. Flexibility in scheduling also allows me to devote more time to the learner and the learning process.

Forming friendships and associations with learned colleagues in similar professional pursuits also satisfies many intellectual and social needs. These same colleagues also do quite a lot to enhance my professional growth and development allowing me to "stay in touch" with my profession.

Gappa and Leslie also refer to the intrinsic rewards cited by adjuncts in their part-time employment. I echo that sentiment and also add the self esteem and personal fulfillment that one feels when one has done something for the good of another. I sometimes refer to the position as that of a paid volunteer. As adjuncts we can quite honestly say that we already belong to the army of volunteers across the nation. This in itself can be quite a benefits package to the college or university as well as to the adjunct.

Sandy Martinelli is an Adjunct Instructor at Lorain County Community College

Improving Connections With New Adjunct Faculty

by Dr. Jared S. Graber

Background information

A perusal of our college's quarterly Institutional Productivity Reports surprised me. Spread sheets comparing academic departments on full-time/part-time faculty use over several semesters indicated that my department was among the leaders in the percentage of student semester hours taught by full-time faculty. Ranging between 58 and 62 percent, we found ourselves with a relatively high comparative rating on full-time class coverage. I was surprised because we employ a substantial number of adjunct professors for a variety of general education and specialized elective courses in the behavioral and social sciences, education, and health and fitness areas. Reflection on this staffing profile reinforced the importance of retaining and refining a well qualified and effective adjunct faculty pool. Some of our discoveries and successes are described here.

The Liaison Replaces the Mentor

An initial obstacle to viable adjunct faculty guidance and assessment derived from rather fundamental image and communications problems. In order to examine the perspectives of our adjunct staff I employed two new data collection tools including: (1) a needs assessment survey administered prior to a formal start-of-the-year college-wide orientation meeting, and (2) personal interviews with current adjunct professors. Feedback from both of these sources revealed predictable needs and concerns related to facilities, support services, equipment and supplies. However, an unanticipated problem concerned adjunct discomfort with the use of the term "mentor" to describe a full-time faculty contact person. The mentor designation implied a more controlling, supervisory relationship between full-time and part-time faculty. Furthermore, the traditional mentoring relationship fostered the assumption that an adjunct faculty member was presumed to be limited in terms of background, experience and academic credentials.

In order to correct this perception of adjunct inferiority, bolster the value and importance of adjunct professors, and most significantly, develop a more effective communication and support system between full-time and part-time faculty, we substituted the term "liaison" for mentor. A liaison relationship implied mutual support and appreciation, a team approach to instruction, and a greater sense of professional equality. This change of terminology, and the goals behind such a change, resulted in positive feedback from both full-time and part-time groups. Increased comfort on the image level alone provided a necessary substructure for new methods of contact, communication and support. At present, liaison assignments involving two-person teams of full time and adjunct faculty members are routinely assigned at the start of each semester. In most cases, these relationships have generated good will, mutual support, resource-sharing and increased adjunct faculty involvement with department planning and activities. Occasional problems of incompatibility are quickly corrected through intervention and/or reassignment.

Increased comfort on the image level alone provided a necessary substructure for new methods of contact, communication and support.

Guidance and Assessment System for First-Time Adjunct Faculty

As an enhancement to the liaison relationship, the department began to pilot test a more highly structured approach to instructional effectiveness and quality control labeled the *Guidance and Assessment System for First-Time Adjunct Faculty.* The purpose of this system is to improve the selection and retention of effective and highly qualified adjunct faculty. Four major objectives are associated with this purpose. First, to provide ongoing assessment of the educational program. Second, to monitor the teaching and presentation skills of new adjunct professors; Third, to enhance the orientation and professional development of adjunct professors; Fourth, to reinforce communication and positive rapport between adjunct professors and full-time department faculty.

During each semester interaction between assigned two-person teams (a first-time adjunct and a full-time department member) is based on the following guidelines:

1. **Welcome And Orientation Contact.** Early in the semester a department faculty member will make formal contact with an assigned

Continued on page 4

Continued from page 3

adjunct, respond to general questions, offer to share (as appropriate) course syllabus and other general information, and make referrals on unique needs or administrative matters.

2. **Pre-Observation Conference.** At some point (after approximately 25% of instructional days have transpired) a meeting is scheduled to check on progress thus far and arrange for a mutually convenient set of classroom visitations. One visit will have the department member visit the adjunct faculty member's class; a second visit will have the adjunct faculty member visit the department member's class.
3. **Classroom Visitations.** The style and precise nature of these mutual visitations may vary somewhat based on the relationship and preferences of those involved. For example, the atmosphere might range from a fairly informal peer coaching session to a formal instructional evaluation using approved institutional assessment forms for data collection, follow-up discussion and recommendations.
4. **Post-Observation Conference.** Shortly after each visitation (within one week) a follow-up session is scheduled to discuss assessments and offer a practical number (generally 1 or 2) targeted professional goals (i.e., suggested reading, experimentation with alternate technique, review of support materials, attendance at workshop, etc.).
5. **Information-Sharing With Department Chair.** This stage of the process is designed to improve quality control, assist with future scheduling decisions, and review other by-products of professional interaction (i.e., curricular changes, instructional experimentation, academic enhancement activities, etc.). Overall impressions of department faculty based on formal qualifications, general communication, and assessment activities are shared with the department chair in confidence. Collaborative ventures and other suggestions are reviewed and discussed as appropriate.

Status Report

The *Guidance and Assessment System for First-Time Adjunct Faculty* has been in effect for approximately two years. Survey documents and individual conversations reflect an improved work environment characterized by more frequent and substantive communication, greater comfort with both individual and department image, more efficient long-range course scheduling, and a series of unique professional collaborations and pilot projects. On the most general level department faculty have developed a greater sense of trust and pride in an essential part-time support team. When necessary, part-time staffing changes have been made in response to poor performance and department concerns. In addition, planned interactions between full-time and part-time faculty members in common teaching disciplines have forced both groups to engage in self-assessment on course content and pedagogy. In several cases, full-time and part-time faculties have been motivated to pool their talents and resources resulting in "team-teaching approaches" to traditional as well as new curricula. What began as a department concern with image and qualifications has evolved into a systematic process of orientation, guidance and assessment. This approach has worked well for our department and we plan for the future with renewed confidence, enhanced communication and increased creative possibilities.

In several cases, full-time and part-time faculties have been motivated to pool their talents and resources resulting in "team-teaching approaches" to traditional as well as new curricula.

Dr. Graber is the Chairman of the Department of Social Science, West Campus, Valencia Community College, Orlando, Florida.

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Adjunct Info Guidelines For Manuscripts

The mission of Adjunct Info-A Journal for Managers of Adjunct/Part-Time Faculty is to provide information and practical support for managers and adjunct faculty to ensure quality instruction. Thus, articles submitted are to be "user friendly" rather than research oriented. Practical experience oriented items are encouraged.

Suggested Guidelines

1. *Documents may be submitted on disk in Word format (preferred). If not, typewritten double-spaced documents may be submitted.*
2. *APA Publication Guidelines for in-text documentation and for references must be used.*
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5. *Author(s) name, title, position, institution, address city and state, phone, fax, e-mail must be included.*
6. *Content must reflect the mission statement of the journal and have direct application or relationship to adjunct faculty management or instruction.*
7. *Copy can be emailed as a text, spell-checked file to: dpatrick@loraincc.edu*
8. *Articles of varied length may be submitted.*

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9. *The publisher reserves the right to edit manuscripts as is necessary for space limitations.*

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Classroom Corner

Serving Adult Students

by Janice Irwin

The National Conference on *The Adult Learner: Programs to Attract Retain and Educate Older Students* gathered presenters from around the nation to share research and information about successful programs in adult education. Overall, four main themes emerged from the presentation:

1. Adult learners are like traditional learners.

Many adult students have missed an important developmental stage which requires time to seek out new experiences and explore the world around them. As a result, adult students find themselves asking the questions -they would have asked at 18 or 20. Who am I? What do I want to do? Where do I go from here? Our role in interacting with them is the same as it would be for the traditional student: encourage and enable them to explore and "try things on" as they find their niche. This process may be particularly stressful, however, since these student have no moratorium on their responsibilities and are, at the same time, developmentally out of sync. As educators, we need to reinforce their capabilities and refrain from placing unnecessary stress on them.

> *Many adult students have missed an important developmental stage which requires time to seek out new experiences and explore the world around them.*

2. Adult students are different than traditional students.

Study after study suggests that adult students seek to be active, not passive students. They bring experience to the classroom. They see the instructor as a mentor or guide, rather than the authority. The role they wish to assume in the learning process is one of partner or peer. They tend to be skeptical and questioning. They are heterogeneous, each bringing a broad base of experience. Their goals are to understand and build upon experience, rather than gather facts or explore theory. Ultimately, they seek to be critical thinkers, independent, self-teachers, life-long learners and problem solvers.

However, they also bring multiple responsibilities into the learning environment, which place serious constraints on prioritizing and scheduling. Even the most motivated adult student understands that if a conflict exists between their source of income and their college class, the adjustment will usually have to occur in the classroom.

3. Successful programs for adult learners respond to these similarities and differences.

Most adults have very limited personal time, "robbing Peter to pay Paul." As a result, adult students seek out programs which make the most efficient use of their time. They look for programs which schedule classes at times which conflict least with their work schedule, and those which enable maximum use of prior learning and transfer credit. It's a simple economy of time. Also, due to the self-searching many adults still need to experience, they look for programs with flexibility – some elective time. If they start to head in the wrong direction, they need to know that they can still apply the time expended in the learning process to their ultimate goals.

4. Successful services for adult learners respond to these similarities and differences.

Adult students seek out programs which facilitate quick, hassle-free enrollment and registration procedures. Understanding this, the University of Tennessee at Chattanooga has created the Adult Services Center which streamlines services of admissions, advisement, registration and bursar. The Center offers a broad range of services: a supportive environment; a stable, knowledgeable staff; evening and weekend office hours; convenient parking and location; a strong commitment to adult learners; and an involved student organization. This program has been successful for 10 years receiving high ratings from everyone: students, faculty, and administration.

These ideas suggest that adult students present specific challenges to all of us, inside and outside the classroom. No longer can we look at higher education only from the traditional perspective. We need to reexamine our methods and our programs as they reflect our future. The face and needs of our students have changed. Have we changed accordingly?

Janice Irwin is the Program Developer, Public Services Institute Lorain County Community College

Classroom Corner

Some Ethical Considerations For The Classroom

Although most colleges and universities are quite specific in establishing procedures and guidelines for adjunct faculty, They seldom spell out ethical expectations for the classroom. Below is a summary of ethical guidelines for adjunct faculty compiled from several institutions. Although they do not represent a legal position in relation to the adjunct faculty member and his/her institution, they may be helpful in developing a personal set of ethical guidelines.

1. When discussing controversial issues, all sides of the issue will be presented.
2. A fair evaluation system should be established and be applied equally to all students.
3. Outside entrepreneurial activities should not be promoted in classroom discussions.
4. When reasonably possible, college orientations and professional activities should be attended.
5. Precaution should be taken to avoid behavior or statements that may be considered discriminatory based upon gender, age, social status, religion, or ethnic background.
6. Discussions of individual students and their problems outside the professional setting should be avoided.
7. Office hours and student appointments should be honored.
8. Social encounters with students that might suggest misuse of power should be avoided.
9. Influence of students concerning social and political issues should be avoided.
10. Seeking personal information from students for research should be avoided.

Topics to be considered should address teaching techniques or related classroom management strategies.

Conference Info

On April 20, 21, and 22, the Lorain County Community College/Info Tec Center held a conference entitled Adjunct Faculty-Progress and Prospects. The conference was very successful, attracting participants from fourteen states. We are planning another conference for managers in 1998. At this time we are calling for proposals for presentation. Individuals or teams are invited. The topics/should address the management and development of adjunct faculty, their problems and successes. Proposals and questions may be directed to:

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Any readable format will be accepted. Manuscripts should be 150 to 300 words in length and of a general and practical nature. Writers whose manuscripts are selected for publication will receive a complimentary one year subscription to Adjunct Info.

Big Idea

On Integrating Adjunct Faculty

A. Dean's Adjunct Advisory Committee

1. An open forum for the purpose of communication and ongoing needs assessment
2. Composed of 2 adjuncts from each of 4 divisions and the Dean of Instruction
3. Provides an opportunity for discussion of ideas and for problem solving
4. Meets monthly
5. Concerns Addressed by Adjunct Advisory Committee

- Salary increases overall, in steps by experience, and in rows by degree
- Substitute pay
- Compensation for committee meetings
- Uniformity across departments
- Teaching load
- Evaluation methods

B. Adjunct Task Force

1. Working group to study status of the adjunct faculty on campus and make recommendation based on data
2. Composed of one adjunct from each of 4 divisions plus assistant deans or academic directors
3. Conducts review of the needs, expectations, and current procedures relating to adjuncts
4. Formed biannually
5. Produces report for Dean of Instruction (available on request)

Thanks to Marilyn Senter, Marilyn Bier, Marilyn Rhinehart, and Annebara Tatschi, Johnson County College, Overland Park, KS.

Adjunct Info

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ADJUNCT INFO

of Adjunct and Part-Time Faculty

Volume 5, Number 4 **Summer 1997**

The Quality Professional Development Project

By Monica Murr

Like most educational institutions with few full time faculty and a very large number of adjunct faculty, the Adult Studies Department of Florida Community College at Jacksonville (FCCJ) struggled with difficulties of trying to provide quality orientations and training for their part-time instructors. Full-time faculty did an excellent job of mentoring adjuncts located on our four campuses. However, Adult Studies has adjuncts teaching in more than 100 community schools and sites throughout the city, both in day and evening classes.

To try and insure that we provide our new instructors with the preparation and training they need from the outset, the department proposed the development of a self-paced, portable, affordable training package in workbook, video and audio form. The result was the Quality Professional Development Project (QPD), a grant-funded training program now in its third and final year of development. Earlier this year, when we presented the program at the Florida Literacy Conference, we knew we were on the right track when numerous members of our audience came forward and requested that they be part of our pilot year study in order to get the product immediately.

QPD consists of six modules of coordinated 30 minute video tapes, audio tapes, and workbooks, which can be used with large groups, small groups or as self-study.

- **Assessing the Adult Student** provides an orientation to testing in adult education, the characteristics of a good test, the administration of standardized tests, the interpretation of test results for classroom use, testing accommodations, and program accountability
- **The Philosophy of Teaching Adult Students** is an overview of the state framework for adult education, the characteristics of the adult learner, the components of the classroom, the adjunct experience and the creation of quality in an adult education classroom
- **From Theory to Practice: Adult Instructional Methodologies** introduces the adjunct to the theories of learning, multiple intelligences, learning styles, accelerated learning, whole language, Paideia, and cooperative learning.

The last three modules are discipline-specific and reinforce how the above listed information can be practically implemented in the classroom. As a total package, the six-units supply the adjunct with detailed instructional theory, techniques, and methods as well as record-keeping techniques and resource materials. The modules are designed so that before setting foot in the classroom, the adjunct will have a feeling for who his students are, how they learn, and which of a variety of methodologies can be utilized to ensure quality of instructions.

After a new instructor has received a general orientation covering employment and procedural information, he or she can check out the workbooks, videos, and audios from his project coordinator. The adjunct can then cover the materials in a time and location of his own choice. The multimedia nature of the components addresses the different learning styles of the instructor himself. To provide a change of pace as well as reinforcement of the content matter, the workbook materials themselves are interactive. For group training, the materials also provide a training manual, pre/post tests, and activities.

We are now entering the piloting year of our program, doing so in collaboration with other community colleges and school districts throughout Florida. We recently received an award for "Most Promising New Program" from Florida ACENET/IDEAL.

For further information about the Quality Development Project, call Monica Murr at (904) 632-3138, or Mary Murphy at (904) 632-3059; fax (904) 633-8108.

Monica Murr is Project Coordinator for Program Development at Florida Community College at Jacksonville

Editorial

Morale Building for Adjunct Faculty

By Don Greive, Editor

> *The issue of morale of part-time faculty may be as important as any of the management concerns that we deal with.*

Along with the efforts for assimilation and recognition of adjunct and part-time faculty, managers are also concerned with the maintenance of morale with established adjunct faculty. The definition of morale "psychological state with regard to dependability, confidence, strength of purpose" begs the attention of adjunct faculty managers. But how is it accomplished?

It is well established that adjunct faculty are a diverse group of individuals. Studies have shown that adjunct faculty fall into at least four major categories: career ending jobs, professionals maintaining and expanding their status, free-lance teachers, and aspiring academics. It is evident that what may be morale building to one group may not apply to another.

So what is the manager to do? Fortunately, the literature of the profession offers some specific guidelines. The most recent and comprehensive are described by Gappa and Leslie (1993) in *The Invisible Faculty*. They include providing security and due-process rights for part-timers with seniority and records of effective performance, appointing continuing part-time faculty for extended periods, establishing career tracks that provide rewards and incentives for long term service and providing benefits for continuing part-time faculty.

Too often, managers are so preoccupied with the day-to-day management of adjuncts that the obvious is overlooked. For example, if the institution has an effective evaluation system in place—should it not also have an effective system of support for adjunct needs? If an extensive program is in place for recruitment and hiring of adjuncts—should not there be a formal plan to retain them? And last but not least, if significant efforts and expenditures are devoted to faculty development— should it not follow that outstanding teachers receive recognition and reward? Many institutions have recognized this need and are acting to maintain and improve morale in their adjunct faculty. At Valdosta State in Georgia, Dr. Cuba McCay reports that extensive time is taken in the adjunct orientation to emphasize the personal needs of adjuncts as they become an integral part of the college community. At least one department, Early Childhood, has developed a personal handbook in loose leaf format that contains basic teaching assistance as well as administrative procedures and processes of interest to individuals in that department. In addition, adjunct/part-time faculty are invited and encouraged to participate in full-time faculty meetings. At Metro State College in Denver, Joan Foster reports that a new "common space" concept has been developed for use by adjuncts. This dedicated space has adequate desk space, computer facilities and support equipment and materials. In addition, small private spaces are provided for student meetings and secure space is available for storage of faculty items. The college also has initiated communication with faculty of long term service recognizing such continuing service. At IVY Tech, Carol Eberle reports that they also provide a "common space" center for part-time faculty open from 8:00 am to 8:00 pm. This greatly assists the large number of day part-time instructors. The space is fully equipped and includes file cabinets. It is also well publicized at IVY Tech that a very high percentage of full time hires come from the adjunct ranks.

It is evident that as we move to a more inclusive faculty, it is necessary to recognize that fact and incorporate systems to address it. The issue of morale of part-time faculty may be as important as any of the management concerns that we deal with. If your institution is doing something unique or interesting, please share it. We will be happy to include it in another issue of Adjunct Info.

Gappa, J.M., and Leslie, D.W. (1993) *The Invisible Faculty: Improving The Status of Part-Timers In Higher Education.* San Francisco: Jossey-Bass

Reviewing Institutional Quality and Accountability: Accreditation and Regulation in Higher Education

By A. Cathleen Greiner, Ph.D.

The processes associated with the review of academic programs, degrees, institutions and systems of higher education in America can be traced to the early part of this century and continue to hold the interest of higher education, as well as the attention of accrediting agencies, academic and administrative personnel, and the public. The objective driving the review process has not changed. There is an ongoing desire to determine, describe and implement quality in the educational program of higher education and to establish and analyze accountability for achieving the mission and goals of that purpose within individual institutions or systems.

The objective of institutional review is accomplished in two ways: 1) The voluntary peer review process, characterized by the term "accreditation," represents an internal procedure by which individual institutions voluntarily subscribe to certain academic standards and are periodically measured against those by a team of "peers." 2) The "regulatory" compliance process is characterized by a genesis in the legislative action at either the state or federal level and has historical linkages over the past 100 years to the endeavors of American higher education.

During my study of this topic, I analyzed the context in light of this question: "Given the critical importance of the review process to an institution, as characterized by accreditation or regulation, does the process result in changes at the institution that impact quality and enhance public accountability?" The research involved higher education institutions and agencies to understand how the accreditation and regulation processes influence institutional quality and accountability.

Accreditation promotes the process of institutional self-review in terms of mission, attention to academic quality, and accountability to its constituencies; offers standards or criteria that form a blue print of what an institution needs to review in terms of academic quality and infrastructure; and supports the independence and autonomy of higher education institutions. It also continues to be the gateway to federal financial aid and provides institutional cohort recognition by the cadre of institutions accredited.

At the same time, there is significant controversy and discussion about accreditation in historic and current literature, as well as in practice and application at the case institutions. National standards for institutional quality and accountability may head off the continuing and increasing tendency of the state (general definition) to take on these goals. There is a subtle, yet growing, suggestion that accreditation is becoming extraneous to the issues of academic quality and institutional accountability as higher education, through technology and other external forces, fully enters the globalization of social and traditional organizations.

Opening the peer review process may reduce some of the main criticisms of accreditation: that it is an inside job and that there is a certain lack of objectivity. "Adopting complete public disclosure of assessments, to force peer review to match the standards of honesty and forthright evaluations that promoters of the process espouse," (Coates, 1995, p. A40) would assist higher education to "regain some of the public trust that it has squandered in recent decades and provide more compelling evidence that it is committed to disinterested, objective review" (p. A40). Although accreditation serves a public purpose and summary decisions are public, specific information produced through the peer review team visits is not. Sharing more of the findings and including representatives of the constituencies on the teams, in addition to peers, may be a way to obtain more information and perspective. While I do not think that every detail of a site visit is worthy of notice, I think that more openness and scrutiny by the institution for their constituencies would strengthen the credibility of and knowledge about accreditation as well as add to the accountability of higher education institutions.

I think that more openness and scrutiny by the institution for their constituencies would strengthen the credibility of and knowledge about accreditation

The regulatory framework of institutional review finds its strengths based on some foundational notions. The legacy of the involvement by the state in higher education can be traced from early American history through a growing role in the 1800s, into the profound influence of the modern

Continued on page 4

Continued from page 3

era. The regulatory environment is linked to the legislative intent, instigated by the representative process to protect and preserve the welfare of the public. As perceived by some institutions, regulations are more specific, have a clear intent, and seek more specific goals or outcomes. Regulations are also seen as more bureaucratic in that they are difficult to modify in response to changing program needs and can be politicized by groups that have power or specific agendas. Finally, and most critically, there is wide resistance to the incursion into higher education that the regulatory framework represents.

Just as off-campus and multi-site education continues to define a place in the pantheon of traditional higher education, so is distance learning.

The processes share similarities but retain emphatically distinctive characteristics and philosophies. In sum, a) the regulatory framework is strongly and clearly identified with the interests of the public, as implemented through relatively unambiguous standards established by the state and frames the standards to be applied equally at private and public institutions of higher education, and b) accreditation remains predominantly private in nature, action and outcome.

There is a powerful need for critical analysis and change within the contextual definitions of both processes: a) Accreditation faces a strong challenge from the regulatory sector; b) the regulatory environment is subject to the sometimes powerful political forces fostered by the public; c) the questions of relevancy, appropriate application, and attention to current realities and contexts persist in relation to both processes and are challenges for the immediate future.

No survey or research on accreditation or regulation as a means to evaluate quality and accountability can ignore the overwhelming reality and forceful revolution posed by technology and distance education. While it is still somewhat in its infancy, education offered through this modality is growing and gaining recognition. Just as off-campus and multi-site education continues to define a place in the pantheon of traditional higher education, so is distance learning. However, I think that it is going to be more accepted more quickly because many of the largest individual and system-wide universities are taking the lead in extending courses and degrees via distance learning.

Distance education is also assuming a larger context through the Western Governors Virtual University, where students in most of the western states, except California, which is developing its own distance learning program, will soon be taking courses through distance education from a variety of institutions. Could this lead to national standards for accreditation and less variety between regions? In response to an inquiry about technology, accreditation, quality and accountability, institutional representatives noted that the next generation of students, both traditional and adult, have already embraced the techno-age—they are learning in that mode, either through supplemental information that is downloaded and displayed or through real-time interaction with experts and specialists. As Robert Atwell noted in response to a question about distance education in one of his final interviews as ACE (American Council of Education), "I notice a lot skepticism and even resistance on the part of the higher education world to that [virtual university], which I think is unfortunate, because it will happen" (1996, p. 3).

It is not a far leap from here to the next challenge, which is that time and distance are becoming blurred and dynamic during this time of evolution and transformation in higher education. If this is the case, what does regional mean and how would accreditation work? When there is global employment and workplace awareness, is it logical to hold to regional academic standards?

Finally, I would like to note that all of the institutions I reviewed employ a large cadre of part-time or adjunct faculty. As there are many structural and academic connections that ensure the integration and use of adjunct faculty, the impact on accountability and quality was not specifically applicable. In fact, as noted above, with the advent of distance learning and the further disbursement of learning away from the constraints of place and space, the reliance on part-time faculty to be primary purveyors of course knowledge will most likely increase.

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Coates, K. (1995, June 23). It is time to create an open system of peer review. Chronicle of Higher Education, *p. A40.*

A. Cathleen Greiner, Ph.D., is Acting Associate Dean, College of Lifelong Learning at Chapman University in Orange, California.

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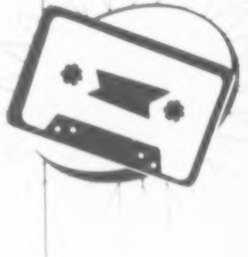

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Classroom Corner

Strategies For Teaching

Listed below are guidelines for classroom teachers which are presented to allow you to assess your own personality and teaching style in light of the realities of higher education. The guidelines are:

Your role as a teacher is that of a facilitator of learning. Knowing how to develop learning skills and teaching students to learn and organize their materials is more important than being the world's greatest expert in your field. To be a good facilitator of learning, read about the teaching profession. Read literature on learning; understand the varied student types.

Your teaching effectiveness is situational. Remember no two classes are alike. Adjust to your students early in the course, whether they are highly motivated to achieve professional advancement, or they are groping to establish themselves as college students. Determine if they need significant remedial and personal assistance.

Whether you like it or not, you are an actor or actress on stage. You have all the responsibilities to and control of your audience as does a professional actor. Your appearance, your conduct, your communication techniques, your use of your voice and your physical traits are constantly under scrutiny. Be aware that you are the star of the show.

> *You have all the responsibilities to and control of your audience as does a professional actor.*

Use humor delicately. In general, almost any joke will offend someone in your classroom. Humor may be used tactfully to relieve stressful situations; however, to depend upon jokes as entertainment to hold class attention is an indication of weakness.

Vary your teaching activities. This chapter later presents some suggestions for variation of classroom activities. Just changing the format of activities to get "out of a rut" is effective in maintaining student motivation and interest. Use the full line of audio visual support, e.g., films, video tapes, audio material, guest speakers, field trips. All of these resources enhance the learning situation.

Be sensitive to barriers. Many students bring obstacles to their learning. Some are visibly handicapped, and others are handicapped in less obvious ways. Be sensitive to these barriers, but do not be overly sympathetic. Some ways to be aware of barriers include:

a. Be alert to early signs of poor progress in students and provide timely assistance.

b. Be aware of the time management concerns of students. Be sure students understand time requirements, but don't frighten them away with unrealistic time demands.

c. Be knowledgeable of college policies and procedures. Assist students concerning such activities as the library and dropping and adding classes.

d. Try to recognize and assist students with limitations of learning abilities such as writing, reading and math. Students can be referred for appropriate help before it affects their class standing.

e. Be aware that many students may be under significant stress. Avoid confrontations. Be considerate in dealing with such students.

f. Handicapped students many times do not wish to disclose their handicap. Be sensitive to their needs. At the beginning of the class, it is a good technique to simply comment, "If anyone needs special seating, etc., see me after the class."

Reprinted from *Teaching Strategies and Techniques for Adjunct Faculty*, second edition by Donald Greive, Ed. D.

Mark your calendar for the
1998 Info-Tec Conference
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Classroom Corner

A Lesson for Improving Sentence Structure

Mike Steirer

The teaching of a college freshman English course requires attention to a fundamental principle of composition; namely, the writing of complete and effective sentences. Granted, a lesson on this topic is not all that inspiring, but with the current trend on social relevance and cultural diversity in the curriculum, the teaching of grammar often is de-emphasized. Nevertheless, I forged ahead with traditional lessons on sentence structure which my students and I find conducive to writing improvement.

I begin by developing the point that students need to be their own English teachers and that by following a few simple steps, commonly made errors can be easily corrected. I also want students to acquire a repertoire of writing skills, particularly in the use of sentence types. For example, it is quite possible for an essay to be written entirely of simple sentences:

> The cornered wolverine fought. It wanted to save its life.
>
> John was walking down the road. He found a billfold.
>
> My next job was sanding the floors. The job took two days.

It soon becomes apparent that although the above sentences are correct, they limit the tempo of what is communicated. By combining these sets of sentences using coordinating conjunctions, rhythm and flow are greatly improved.

> The cornered wolverine fought, and it wanted to save its life.
>
> John was walking along the road, and he found a billfold.
>
> My next job was sanding the floors, and it took two days.

Unfortunately, the sentences so constructed sound monotonous and pedantic, but at least students can see how two independent thoughts can be combined. Playing the devil's advocate, I ask what would happen if we wanted to relate nuances or shades of meaning. Why did the wolverine fight? When did John find the billfold? How long did the next job take? While the compound sentence works up to a point, it couldn't express relationships related to cause and effect, time sequence or degree. Enter the sentence. Students readily understand how using subordinating conjunctions or relative pronouns can make sentences more precise.

> The cornered wolverine fought because it wanted to save its life.
>
> John was walking along the road when he found a billfold.
>
> My next job, which took two days, was sanding the floors.

I continue on with the compound-complex sentence but note that stringing -words, phrases, and clauses together without consideration for clarity would be counterproductive. Wordiness and awkwardness must be constantly monitored.

One of the ways this can be accomplished is by using verbal phrases, whether they be gerunds, participles, or infinitives. Without being too technical, I indicate that verbals are useful because they eliminate unnecessary and repetitive subjects.

> The cornered wolverine fought to save its life.
>
> Walking along the road, John found a billfold.
>
> My next job, sanding the floors, took two days.

This exercise is reinforced by having students rework simple sentences into other sentence types, including verbals. Old-fashioned worksheets facilitate the process nicely.

I conclude the lesson by emphasizing the importance of sentence variety in essays, and that one's purpose in being precise and clear dictates the kind of sentence ultimately chosen. The result is that students write with greater awareness and sensitivity; their sentences are more fluent and effective, and, most importantly, fragments, run-ons, and dangling modifiers are dramatically reduced.

Granted, a lesson on this topic is not all that inspiring, but with the current trend on social relevance and cultural diversity in the curriculum, the teaching of grammar often is de-emphasized.

Mike Steirer is an adjunct instructor at Lorain County Community College.

Big Idea

Getting Faculty Off To A Good Start

The Quality Instruction Program at Hocking College is a mandatory, quarter long program which provides incoming instructors with training and assistance to help them effectively teach and serve students. The program is available in several different formats.

The modified format-part-time faculty version-provides the part-time person (less-than-50% contract) with a collection of materials to read prior to teaching. The adjunct is required to be observed on at least two occasions by the teacher educator, and is required to attend pre-observation and post observation conferences.

Regardless of format, the program provides information regarding usage of common teaching tools, establishment of desirable classroom/lab climates, evaluation techniques, and lesson plan construction. Considerable time is spent on the topic of the "nature of the learner"; this involves developing an awareness of learning and teaching styles and an understanding of what might be inferred from information derivedfrom such instruments as the Myer- 'Briggs Type Indicator. Most importantly, regardless of format, each participant in the Quality Instruction Program gets extensive feedback on her/his teaching. Each instructor is observed by the teacher-educator on at least two occasions and is involved in pre-and post-observation conferences to provide the individual with meaningful information about the specifics of his/her teaching. Additionally, each participant is observed by an assigned mentor and by the department director, each of whom also provides feedback.

Ron Luce is Instructional Development Coordinator at Hocking College, 3301 Hocking Parkway, Nelsonville, Ohio 45764

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